

# Journal of Media and Social Development

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ANSHU ARORA

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Analysis of DD Kashir Programmes  
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University with Potential for Excellence of University Grants Commission was awarded to the University of Mysore in the disciplines of Science and Social Science. In social science, the focus area of study is Media and Social Development. The project aims to study the different paradigms of media and social development; Analyze the nature, forms, levels, phases and consequences of media intervention in the process of social development; Study the development "deficit" and its implications on social categories; Assess how media intervention can transform the State; Develop new social development indices to greatly disadvantaged groups; Based on the findings of this study, design an alternative Model of Development for Karnataka.

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The Project has established Centre for Area Studies. The Centre has started M.Phil in 'Area Studies - Karnataka Studies' for the first time in the state of Karnataka.

The Project has established state of art infrastructure in the Department of Studies in Communication and Journalism, University of Mysore to make media education more relevant and meaningful. The Project has ventured into publishing a Quarterly Newsletter, ABHYUDAYA (meaning Development) to create awareness about human development index and social development index among Research scholars and students.

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# Coverage of Development News in Media

ANSHU ARORA

## Abstract

*Media plays an important role in creating awareness among the members of the society in which it operates. Development communication is the integration of strategic communication in development projects. Today, press or media is widely considered as an important tool for development. How are newspapers giving information about development programmes is the familiar question that is always relevant and needs to be investigated. Keeping in view the research queries, the present study is a small attempt in this direction. The study endorses the premise that media has neglected development news in its columns. The study feels that there is lack of consistency in reporting news related to development issues. Inclusivity is the missing link in the coverage of development news. The absence of participation by the stakeholders in development stories indicates that print media has not changed its negative attitude towards development stories.*

**Keywords;** Development communication, Newspapers,

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## INTRODUCTION

We live in a knowledge era. Information is essential for people to successfully face the opportunities and challenges of social, economic and technological changes taking place all over the world. In order to be useful, knowledge and information must be effectively communicated to people. The media plays an important role in creating awareness among the members of the society in which it operates. The media affects us in many possible ways: as a major socializing influence, a carrier of culture, a source of information, education, entertainment, a key player in political communication and participatory democracy and a communicator of ideological values, norms, attributes and beliefs. The indispensability of the media is irrefutable going by the plethora of responsibilities placed on the media by the constitutions of various democratic societies. Press, as the fourth estate, saddles with responsibility of upholding and advancing democratic ideals. It is the defender of public interests, and acts as a watchdog on the workings of government. Since then, journalism is seen as truly an estate more articulate and more powerful than other estates (Franklin, Hammer, Henna, Kinsley & Richardson (2005).

If the press is allowed to perform its function in an unhindered way, free of censorship, the press will obviously perform maximally in informing the public on issues considered critical and relevant to societal development; articulate public opinion objectively, and act as a check on government and individual. The slogan- the media as the fourth estate of the realm is what links the press to the society through an “ideological resonance” Franklin et al, (2005).

Development communication is a very familiar term in academics as well as practical field of journalism and mass communication. Newspapers are required to provide information on local, state, provincial, national, and world issues. They are among the most widely read periodicals that are available and accessible to the vast majority of people of all ages and walks of life in India. Every category of reader can find some important, current, and interesting information in newspapers. Today’s newspapers use design elements that make information easily visible to the reader. Important stories get special typographical treatment and are therefore set in large bold headlines, while rich graphics accompany the stories to enhance its readability.

The most current analysis and criticism of politics, economics, health, sports, music, theatre, media, fine arts, and even comics find space in newspapers. They are useful for education, recreation, entertainment, and relaxation. News is written as a way of disseminating information to a large group of people. Reporters and editors are usually conscious of the language they use in news reportage to attract popular readership. The history of modern times is the history of development. Development is a whole and integral, value loaded cultural process that encompasses the natural environment, social relations, education, production, consumption, and well-being.

It involves a process of transformation of a traditional society to a modern society. The most important feature of development is growth. From a social point of view, development refers to the change in the social structures or in the functions performed by different groups and units within it. Today, press or media is widely considered as an important tool for development. It is mainly because the modern day development is highly communication oriented. There is a very close relationship between the press and national development of a country. Press has an impact on society not only through the content of the message but also through the process.

It plays a crucial role in creating awareness among people as well as in changing public opinions. It is the press that is always helpful in highlighting public grievances thus helping governments to prepare remedial measures. Press brings out many unknown things to the notice of a common man and the government. By press, only the public comes to know about the development policies of the government. Thus, it helps to understand each other. For better functioning of democracy, press should be out of government control and the communicator should investigate, analyze and interpret the development plans of government and should not depend wholly on government organizations for information. Press should not try to make propaganda of the government proposals and plans. Development is a complex phenomenon and development communication is the systematic use of communication for national development.

The term "Development Communication" was first coined in 1972 by Nora C. Quebral, who defines the field as- "the art and science of human communication linked to a society's planned transformation from a state of poverty to one of dynamic socio-economic growth that makes for greater equity and the larger unfolding of individual potential." Development communication is the integration of strategic communication in development projects. Strategic communication is a powerful tool that can improve the chances of success of development projects. It can also be defined as organized efforts to use communication processes and media to bring social and economic improvements, generally in developing countries.

The need of development and development communication will remain as long as the existence of this society. Communication is an integral part of development process. Keeping in view to this fact, the importance of communication was recognized in our society years before. Several organizations are working in this area at national and international level. New books are discussing various aspects of development communication. The coverage of government programmes certainly increases the public awareness about them. The earlier literature suggests that development communication has been one very important area of study in mass media. Daniel Lerner, Everett Rogers, Wilbur Schramm and Pye Lucian have done remarkable work in this field. The article by writer has given a detail description about the role of mass media in development, in the article "Science, technology and media; some relevations", published in Indian Journal of Science Communication in Vol 13, (Jan-June 2014). Today, there is an increasing dependency on mass media, including new information



technology than ever before. Similarly, the number and area of development programme has significantly increased. In this way, the success of any programme depends on the strategic use of mass media. Are mass media playing their role in an effective manner? Are mass media informing people about various schemes going on for them? How are newspapers giving information about those development programmes which are conducted in different areas? These are some such questions which are always relevant and need to be analyzed. Keeping in view the above facts, the present study is a small attempt in this direction.

## LITERATURE REVIEW

Relevant literature was reviewed with a view to know what scholars have done with regard to newspaper coverage on development and to identify the vacuum in literature, which the present study intends to fill. It has been observed that there is scanty literature on the study of content analysis of development in Indian media. The review of literature related to development communication suggests that there is not any remarkable study about the coverage of development programmes in recent years. Most of the studies describe unsatisfactory coverage by print media. At the same time, it is also a fact that some small newspapers have done remarkable jobs in the field of development communication.

Gaon Connection is an online newspaper that focuses on rural development news. *Khabar Lahariya* is a weekly rural newspaper written, edited, illustrated, produced and marketed by a group of around 20 women - most of them from marginalised Dalit, Kol and Muslim communities - in Chitrakoot and Banda districts of Uttar Pradesh. It has played a very important role in the coverage of development news. Nevertheless, development issues in the media, which needs to be addressed, is not enough (Vilanilam, J.V.2009) .

After reviewing recent concepts on poverty measurement and the MDGs set forth by global scholars such as Jagdish Bhagwati, Amartya Sen and Joseph Stiglitz, one has to acknowledge the importance of information technology, literacy and education in the process of development. One can conclude from all above review that the empirical studies in the field of development communication is not enough.

## RESEARCH DESIGN

The research approach adopted in this study involved content analysis. Two newspapers *Hindustan* and *Dainik Bhaskar* (Hindi daily newspapers) and two english dailies Times of India and *Hindustan Times* were selected for the study along with Gaon



Connection- an online rural newspaper. The content analysis, which has been done mainly in a qualitative manner through observation method. Sample of these newspapers from August 2016 to September 2016 have were randomly selected for the study. All pages except sports, business and economics have been taken for the study purpose. All the stories of the selected issues have been analyzed to know the content of the material. The aim was to see the coverage of development news in the area of health, education and literacy, agriculture and rural development, environment, women empowerment, sports, science and technology. The study has been done in a qualitative manner to get a more clear idea about the exact nature of the coverage of development programmes.

## OBJECTIVES

- The main objective of present study is to find the trend of coverage of development programmes initiated by government in newspapers in certain areas such as health, environment, rural development, agriculture, women empowerment, science and technology, sports etc.
- To analyse which areas of development get more coverage as compared to others areas.
- To analyse how development news is given priority on the front page of newspaper.

This study has taken the coverage of only those programmes, which are directly related with development programmes conducted by state or central government. This study is based on the coverage of only those development stories and keeping in view the fact that there is not much coverage of development stories the number of stories collected were very few, which posed a challenge to the researcher.

## Research Questions

The following questions shall guide the researcher in this study:

- RQ 1 What are the development themes covered or reported in newspapers?
- RQ 2 How did newspapers report development issues? Kind of story being reported whether it is news, editorials, features, news analysis, Opinions or column.
- RQ 3 What is the position or placement of the news item in the newspaper?

The results of data analysis were coded in spreadsheet format and in addition, the researcher's observations and notes were recorded in a word document.

## ANALYSIS AND DISCUSSION

The observation of contents of newspapers gives a very dismal and gloomy picture of the coverage of development issues and topics in the newspapers. Crime, sex, violence,

accidents, fraud, sports and politics occupy the maximum space in the print medium. The news of grievances against various government offices and agencies has also been given in detail. Even the problems of various sections of the society at individual level have been highlighted in a very comprehensive manner. However, the information about various Government schemes and development programme is very rare. The quantitative data gives us precise figures on the attention that the developing world received during the two-month sample period as follows:

### **RQ 1 What are the development themes covered or reported in newspapers?**

In total there were 32 entries on the list. Four stories were on health and 4 stories were on agriculture. Science and technology had 5 stories. Social and economic development had 5 stories in all. While some areas received greater levels of newspaper attention than others, some areas such as dairy development, water management received negligible space in newspapers. Table 1 illustrates the areas getting most coverage across different newspaper types. Development stories get little or no attention from newspaper editorials, a major finding that suggests that a low value is attached to coverage of these stories by newspapers in general. Coverage most frequently appears in the news section of papers, but sports, features and business present significant areas for more nuanced analysis, with some notable attention given in the areas of arts and culture. Generally, a newspaper gives coverage to those development stories that have a controversial backdrop. There is hardly any story about development programme on the front page of the newspaper. There is no question on giving follow up of any development programme.

### **Subject based Analysis of Newspaper Coverage of Development News;**

**Article length** - The 'genre' also dictates the average length of a relevant article to a certain extent (within the confines of the newspaper format and the kind of topics being covered), and it is notable to assess some trends here: The average size of a report story range between 201 and 500 words. The Sunday papers tend to have longer articles than daily newspaper articles, indicating that they are perhaps more likely to analyse issues and explore detailed background material.

**Health:** Health is one very important area of development issue where a large number of programmes are being conducted both in rural and urban areas for different groups of society. Health communication encompasses the study and use of communication strategies to inform

and influence individual and community decisions that enhance health. If we see the list in detail, there are several initiatives and programmes for almost all sections of society. However, the report of such programmes in news form is rare. There is a weekly page on health related issue. It is given on Wednesdays with the editorial page. But it does not inform anything about those development programmes which are being conducted in the health area by state or central government. On 14<sup>th</sup> August in Hindustan Times there was news published on Page 5 on government's initiative to stop abuse of prescription medicines as they are addictive and pose a serious threat to health of the people.

**Education:** Education is the only area where regular coverage is given on the city page of the newspaper. It reflects that education has become a very important dimension of news reporting . But news has the content of routine activities of universities and colleges which are normally related with admission and other such subjects which happen during the month of July and August. The news of several educational programme for various groups of the society could not get any place in the newspaper .

On 3<sup>rd</sup> August news published in the Times of India on page 7, talks about the government's approval of the Higher Education Financing Agency (HEFA) to bolster the creation of high quality infrastructure at premier educational institutions. This would benefit in developing labs and infrastructure at IITs/IIMs/NITs and other such institutions.

The news published on 6<sup>th</sup> September throws light on the problem of global warming as the headline says clearly that the rise in temperatures in the oceans has lead to the frequent occurrences of cyclones and typhoons. This raises concern over the global problem of climate change. All other news stories selected for the study have carried nothing about the programme going on in the field of education. The sample taken for the study suggests that the development programme in the area of education is totally neglected by the newspaper.

**Agriculture and Rural development:** Much happening in agriculture sector as it is a priority for both state and central government with agro economy is the lifeline of Indian economy. Mahatma Gandhi National Rural Employment Guarantee Scheme is one of the very big programs of the country to promote rural development. The news about this program is often related with various corruption and irregularities in its implementation. On 15<sup>th</sup> September there is a news published in Gaon Connection regarding the lowering of prices of DAP which goes to Rs 55/- less per packet. Another news published on 20<sup>th</sup> September throws light on the dairy and the need for indigenous varieties. The

headline of the news says, “ *Rashtriya Gokul* Mission aims to conserve indigenous breeds’ with respect to cattle breeding.

The speed of Internet is low in India due to several technical reasons. Keeping in view the problem, Google has come up with a version of YouTube that can even run on slow speed of Internet. The news depicts development in the area of social media and was published on 27<sup>th</sup> September in Gaon Connection. This is a remarkable step as it would enable more people to use YouTube. News raises concern on the part of our country that does not have even one mobile. According to the Union Telecommunications Ministry report many villages do not have mobile connections. This is the state of affairs in some areas. We are living in an era of technological advancement, and mobile communication is an important impediment towards development. The news published in Gaon Connection on 28<sup>th</sup> August raises this concern. Narendra Modi government aims to provide mobile phone connections. The news published on 11<sup>th</sup> September in Gaon Connection portrays the Health services and related new Startups in the country.

On 15<sup>th</sup> September news published in Gaon Connection, headline says that for the patients of Chikengunia and dengue, the Delhi government has started a helpline. The season has witnessed an upsurge in the cases of these diseases and due to this; hospitals are unable to accommodate large number of patients. The news published in Gaon Connection with a photograph on the 18<sup>th</sup> September shows a remarkable achievement in the field of agriculture. It is an invention of a new variety of lentil that matures in just 50 to 55 days and after that wheat can be grown.

**Empowerment of Women:** The news article published on 28<sup>th</sup> August in Gaon Connection depicts the equal rights of Muslim women pertaining to entry in worship places. Both men and women should have equal rights to worship, failing which will be considered as the violation of Indian constitutional right - Freedom of religion. The news published on 16<sup>th</sup> September also says that a common girl left her house chores and made the 400 other women talented. This is a remarkable step in women empowerment.

Women are ahead in all fields. Be it sports or any other field. The news of women accomplishing accolades will motivate other women to excel and break free from the barriers enforced in traditional societies. The news published on 19<sup>th</sup> August in Hindustan Times on front page is a testimony to the fact that Indian women have tremendous potential. The news about badminton Olympian medallists PV Sindhu and wrestler Sakshi Malik bagged got coverage on front page.

Another news published on 4<sup>th</sup> September on Page 2 in *Dainik Bhaskar* talks about the reservation of 33% to women in police force. Women play a major role in all sectors and can do a lot in maintaining law and order. On page 2, another news published on same day focuses on the Save the

Girl child Campaign by the government. In an endeavour to meet this aim the Sarvodaya hospital in Faridabad along with the Central Ministry started this campaign and described the campaign in detail.

On 10<sup>th</sup> September, news published on page 2 of *Dainik Bhaskar* on women empowerment reported about five women driven PCR vans. The women personnel attended three months training in driving, firing and combating skills. In another news in Hindustan Times efforts by the women *sarpanch* have brought about a significant change in sanitation as people have started using toilets. Though this is a local news of Faridabad, the news gave visibility to efforts by rural women in promoting sanitation in villages.

**Science and Technology:** The news published on 9<sup>th</sup> September describes the launch of GSLV using indigenous cryogenic engine. It is a great achievement in the field of science and technology, and for India as it has become self-reliant. However, there was no news about rural development. Similarly, the letters to the editor column did not have a single letter from the reader on development issues. According to news published on 26<sup>th</sup> August in *Dainik Bhaskar* Smartphone has become payment bank and this is a great step in e-banking. The customers can carry out transactions while sitting at home, said the report. The news published on 12<sup>th</sup> August in Hindi in *Dainik Bhaskar* on Page 11 describes about the budget allocated by the government for repair of roads. The article also gives a picture of the roads and their pathetic condition during rainy season in the time when we are talking about smart cities.

The news published on 19<sup>th</sup> August in *Dainik Bhaskar* on Page 20 in Hindi also states that the Municipal Corporation Chief assures to resolve all problems of the local inhabitants such as drainage, sanitation, street lights etc. The news published on 25<sup>th</sup> August on page 11 focuses on the budget of Rs.24000 crore allocated by the government for railway tracks. In the process, nine projects were sanctioned which would help in facilitating travel by easing the travel bottlenecks and also help the upcoming industries in the region. Another news published on 8<sup>th</sup> September speaks about UP police using twitter for providing its services. This is a remarkable example of social media in development.

The news published on 15<sup>th</sup> September in the Times of India on page 11 reveals the success story by an interesting headline “Indian techie does with radio what Marconi couldn’t”. The story is about Dinesh Bharadia from Kohlapur. He turned radio communication into a two way process, a problem that had stumped scientists since 150 years. It is a big achievement for our country and also highlights the contribution made by Indian born scientist who has brought accolades for the country.

**Environment news:** Conservation and Protection of environment is an essential part of development. It has various dimensions. Government has launched several programmes in the area of environment. But even in these areas, the newspaper has adopted the same approach. On 12<sup>th</sup> August in Hindustan

Times on Page 9, there was a news titled, “Biodiversity law crippled at Grassroots”. The news states that about fourteen years ago, India enacted a law to preserve bio-diversity, but a basic requirement for its enforcement is yet to be initiated. India holds a prominent position among the 17 mega biodiversity countries with 7.8% of the recorded species of the world.

The news report published on 6<sup>th</sup> September in Gaon Connection describes that the top most surface of the oceans have been prone to the heat and due to the melting of the ice and increase in typhoons and storms the world is at great risk. As compared to the reports of 1995, the present condition is not good and preventive measures need to be taken in this regard. On 21<sup>st</sup> September, news published on Page 9 in TOI describes about the waste water treatment plant to be installed with a capacity of 318 million litres. The estimated cost of the project is Rs.515 crores and is expected to take 30 months time. It would be Asia’s biggest and cheapest sewage treatment plant. The news reflects a positive development in the field of water and environment.

There is a very little coverage on environment topics. There is some occasional news related to small tree plantation programme. It was organized by some social group. But there is not any report about the tree plantation which are a major part of government programme. With this exception, there is no news about the environment programme. The news published on 25<sup>th</sup> August focuses on the Government’s release of Rs 25000 crores for rail track laying project. The news published in the Times of India is a vital step in the field of development. Railways are an important area as many people use trains for transport and an important impediment in development as goods are sent through trains. The newspapers of other dates give nothing about any activities of government development programme in the field of environment. The editorial page had no worthy write up on the environment programme. Similarly, in the letter column, there were no letters on environment issues.

**Urban development:** The ministry of urban development has launched several programme for urban development. The city pages contain news about activities including crime, accidents and other problems. However, the news of development activities of urban areas have not been published. The news of corruption in development is a common trend. One such news has been published on 2<sup>nd</sup> page of *Dainik Bhaskar* newspaper. The news focuses on Adarsh Gram scheme initiative and serious concern expressed by the Prime Minister on the audit report of the scheme conducted by *Dainik Bhaskar*. There is a news related to the government’s initiative with reference to a new research that could tell - when a person can die by studying his/her RNA in heart and brain. It was published on 24<sup>th</sup> August. This research is remarkable in the field of medicine and forensic science as it would be possible to declare the time of death with more accuracy.

There is news in *Dainik Bhaskar* on the improvement in the condition of roads. The government initiative in releasing the budget of Rs.3.8 Crores for improving roads is a remarkable step in this regard and gets coverage in news published on 12<sup>th</sup> August. Otherwise urban development

programme gets very little coverage in the issues taken for study. It is very difficult to know through newspaper about the beginnings and progress of any urban development programme. There is no discussion or follow up story in the newspaper. The city page is full with the news of crime, accidents and various kinds of problems. The editorial page has not given any article about the urban development programme. Similarly, there is no feedback of readers about these programmes. However, they have given news about several other important issues. If there is no news about urban development programme, it doesn't mean that all other news are worthless. However, the importance of information can never be denied. There is not a single story related to development activities in urban areas.

## FINDINGS AND CONCLUSIONS

The newspaper is required to cover news in public interest underlining the importance of development stories. However, the study reveals that maximum number of stories are about crime, accidents, politics, agitation, education, film art and culture. News about sports and business subjects are published on separate pages in the newspaper. The problems related to road, electricity, health are widely covered. Similarly, news of strikes, processions has also been extensively covered. However, the news about development programme conducted by different agencies and organization of the government hardly gets prime space in the newspaper. The coverage of development programme is very low. It is almost negligible in the newspaper. Sadly, news is not informative about development programmes. There is no regular column regarding reviewing the progress, success and failure of development programmes. There is no coordination among development agencies and media for successful implementation of the programme. The second most common topic for Sunday and regional papers is 'Art and Culture' indicating more 'soft news' stories in the coverage than might have been anticipated.

The editorial page of the newspapers also does not carry any articles about development programme. There is no news of development in the front page of the newspaper. The opinion of the audience or grassroot public for whom such development programmes are being conducted is hardly given. The letter column of newspaper does not contain any content about feedback from readers on development news. The development issues are given coverage whenever there is any specific day related to it or whenever there is any official inauguration of such programme. Even on such occasions, there is no detailed information about any development programme.

Study failed to find any reader interested in expressing their thoughts on development issues. There is no trend in the newspaper to have a development beat reporter who can keep track of the activities of various development programmes for reporting. The development activity is not considered news unless there is any big corruption issue or any other kind of anomalies. People's



opinion about the benefit of development activities is not at all published. One does not get to see the perspective of development stakeholders in news stories. Media has failed miserably to create awareness of development issues and has always relegated to the background. The study findings endorse the premise that development is not a priority of media. The newspaper does not consider news value of those development programmes which are going on in various areas in a routine way. The role of mass media to motivate and mobilize people in the process of development is merely an imagination. Similarly, mass media is also not playing the participatory role in reference to development programmes.

The dissemination of information about development programme is even today considered a part of government advertisement. It has resulted in poor knowledge of development programme among the masses. Large number of people remain unaware of such type of programme and officers and non-deserving people take benefits of their ignorance. Even various development agencies try to downplay their programs. In Gaon Connection, there is no development news published in the month of August. The month of September was better in terms of development as 10 news stories in total were published on various development issues such as agriculture, science and technology and mobile technology. This clearly reflects that the purpose of Gaon Connection is not fulfilled as it is expected to publish development news more than print media does. Hindustan Times an English daily also had only 4 news reports in the month of August. On 12<sup>th</sup> August, there were two news and on the 19<sup>th</sup> August also two news were published. The month of September had only two development news published on the 6<sup>th</sup> and 7<sup>th</sup> of September. The Hindi newspaper *Dainik Bhaskar* had only three news in the month of August published on the 19<sup>th</sup>, 24<sup>th</sup> and 26<sup>th</sup>. September also had a few news stories that were published on the 4<sup>th</sup> September.

Table 1 : Coverage of Development News in Newspapers

Sl.no	Development News	Newspaper	Date
1.	Health	Hindustan Times Gaon Connection <i>Dainik Jaagan</i>	19 <sup>th</sup> August 26 <sup>th</sup> August 6 September 11 <sup>th</sup> September 15 September
2.	Science & Technology	Times of India Gaon Connection <i>Dainik Bhaskar</i>	9 <sup>th</sup> September 16 <sup>th</sup> September 8 <sup>th</sup> September 27 <sup>th</sup> August 26 <sup>th</sup> August
3.	Water Management	Gaon Connection	18 <sup>th</sup> August
4.	Agriculture	Times of India Gaon Connection	20 <sup>th</sup> August 6 <sup>th</sup> September 15 - 18 September
5.	Education	Hindustan Times Times of India	12 <sup>th</sup> August 3 <sup>rd</sup> August
6.	Sports	Hindustan Times	19 <sup>th</sup> August

7.	Government Initiatives	<i>Dainik Bhaskar</i>	12 <sup>th</sup> August
8.	Rural development	<i>Dainik Bhaskar</i> Gaon Connection	4 <sup>th</sup> September 28 <sup>th</sup> August
9.	Dairy development	Gaon Connection	20 <sup>th</sup> September
10.	Environment	Hindustan Times Gaon Connection	12 <sup>th</sup> August 6 <sup>th</sup> September
11.	Social and economic development	Hindustan Times Gaon Connection Times of India	7 <sup>th</sup> September 28 <sup>th</sup> September 25 <sup>th</sup> August 21 <sup>st</sup> September
12.	Solar	Gaon Connection	17 <sup>th</sup> September
13.	Women empowerment	Gaon Connection <i>Dainik Bhaskar</i> <i>Dainik Bhaskar</i>	16 <sup>th</sup> September 28 <sup>th</sup> September 10 <sup>th</sup> September 4 <sup>th</sup> September

There must be some consistency in reporting news related to development issues. Inclusivity is the missing link in the coverage of development news. The absence of participation by the stakeholders in development stories indicates that print media has not changed its negative attitude towards development stories. The development stories appear to get little attention from editorial desk so is not considered an issue of policy importance. On the other hand, the consistent attention given to Sports and Features indicate that newspapers despite having potential to give better coverage to development stories fail to do for market driven approach.

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# Television as a Medium of Lifelong Learning; Analysis of DD Kashir Programmes

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## Abstract

*The broad aim of this research is to analyse the role of TV especially DD (Kashir) in Life Long Learning. It analyses the DD Kashir programmes with reference to language and educational purpose under different categories. Qualitative approach has been used for the study. Data has been collected from both secondary and primary sources. Primary data was collected from a self made schedule to analyse the programmes of DD Kashir having educational objective under different categories i.e. Educational, Socio-culture, Agricultural, Current affairs, Science, Health and Environment. Researcher selected 20 programmes from each area and thus total 140 programmes were selected as sample. Besides examining the programmes, 25 in-depth interviews were done to know how effectively DD (Kashir) plays a role in Lifelong Learning. The results revealed that DD (Kashir) is the main source of providing education and information related programmes and is the medium of lifelong learning for masses especially in rural areas. More over programmes telecast on DD (Kashir) were satisfactory in terms of language. Present research has relevance as it covers the broad theme of TV intervention in Lifelong learning. Moreover no other study has been conducted yet in which both the Medium and the receiver have been studied in order to examine the role of TV (DD Kashir) in Lifelong learning programme.*

**Keywords:** TV, Doordarshan Kashir, Lifelong learning

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## INTRODUCTION

Mass media, especially TV, influence our daily life. Television and Video are powerful media used for educating masses. American scholar Richard Clark said that media does not influence learning but it is a vehicle that carries information to everyone. Television is an audio visual medium that involves one way communication. There are now different forms of TV i.e.,

instructional Television, Interactive TV, Video conferencing etc. Television acts as a direct teaching resource. Since the TV programmes are designed properly and can reach large audience, it is a source of Learning for everyone. Television came to India as DD named as Doordarshan on September 15, 1959 as the national TV network of India. The first telecast was started on September 15 in New Delhi, second station was set up in Bombay in 1972 and in 1975 five TV centers were set up across India in *Kashmir* (Srinagar), Amritsar (Punjab), Calcutta, Madras and Lucknow.

Doordarshan is the most potent medium in Indian Society as the programmes telecast are more useful for masses and each programme has educational objective. Among major Educational TV projects in India is Secondary School Television Project (1961), Delhi Agriculture Television Project (1961), Delhi Agriculture Television (DATV) Project (*Krishi Darshan*) 1966, Satellite Instruction Television Experiment (SITE) 1975, UGC- Higher Education TV Project (HETV) 1984, IGNOU-DD Telecast (1991), *Gyan Darshan* Educational Channel (2000) and the Teletext service which was started by the Doordarshan Delhi on 14 November 1985. This shows the contribution of Doordarshan in educating masses and a Lifelong learning. DD (*Kashir*) is the regional subsidiary TV station of DD India and it is available to 96% population of the Kashmir valley. Kuchroo 1999 reported that institute of Correspondence Education, University of Jammu as well as IGNOU supported student learning through the mass media especially Radio, TV and newspapers.

### **Lifelong Learning**

Lifelong Learning Is about acquiring and updating all kinds of abilities, interest, knowledge and qualifications from the preschool years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning. Lifelong learning's core values of learning, exploring, and serving, coupled with benefits for the mind; body and spirit make it an incredibly powerful tool for personal transformation and enhancement. (Nordstrom, 2006)

According to Nancy Merz Nordstrom, there are ten benefits of lifelong learning:

- Lifelong learning helps fully develop natural abilities.
- Lifelong learning opens the mind

- Lifelong learning creates a curious, hungry mind.
- Lifelong learning increases our wisdom.
- Lifelong learning makes the world a better place.
- Lifelong learning helps us adapt to change.
- Lifelong learning helps us find meaning in our lives.
- Lifelong learning keeps us involved as active contributors to society.
- Lifelong learning helps us make new friends and establish valuable relationships.
- Lifelong learning leads to an enriching life of self-fulfilment. (Nordstrom, 2008)

### **TV and Lifelong Learning:**

TV is one of the effective media combining both visual and audio technology that provides visual material to enhance the level of learning. It is one of the foremost tools of lifelong learning in the 21<sup>st</sup> century. Education is now perceived as a lifelong enterprise and it occurs more outside school. It can be perceived through home schooling, learning centres etc. (Collins and Halverson, 2009). The learning is now more technology driven. Previous research shows that TV has potential to teach (Klein, 2011 ; Lesser, 1975; Noble & Noble, 1979, Pepper, 2011; Tulloch & Lupton, 1997; Tulloch & Moran, 1986). Like other new technologies, television can teach outside school and promote lifelong learning. To be a lifelong learner it is not important to spend life in a classroom. One can learn a lot from interpersonal communication, mass communication and TV as an audio-visual medium, it can be referred as a medium of lifelong Learning.

### **REVIEW OF LITERATURE**

**Ahamad and Aqil (2015)** studied programmes telecast by National Broadcaster DD National. In this paper researchers analysed the Doordarshan programmes according to educational indicator. Programmes were examined based on their nature, present trends and language. Pace and educational objectives under different dimensions were studied through content analysis. The result revealed that programmes telecast by DD-1 are satisfactory in terms of Language, Pace and Educational objectives. These programmes provide education and information about various aspects of life to viewers. Therefore, DD 1 is considered as the main source of providing education and information to masses of India especially in the rural areas.

Research done by **Head, Hoeck et al** on the Life Long Learning in digital age examined the factors affecting the adult participation in lifelong learning, including the usage of Internet based learning and face to face learning. Researchers have used content analysis method to analyse 185 research articles published from 2008 to 2013. Articles were selected from 39 countries including European Union, United States, Canada, Australia and countries like Mexico, Brazil, China and Taiwan. Besides the online learning, the article has focused on face-to-face learning and training modes besides Internet modes. Seven thematic research areas were chosen for the study, four major and three emerging themes. Findings suggest that majority of the recent research on lifelong learning were written by authors from Europe, which are known for some of the world's most progressive lifelong learning initiatives. Moreover, there was an expanded awareness of, and interest in, informal and non-formal learning practices in the data set of articles analysed. Findings also suggest that the impact of the Internet on lifelong learning requires ongoing inquiry and a new understanding.

**Karim, Kamal & Islam (2001)** in their paper argued that different types of Media are used to transmit education to the learners and plays a significant role in distance and open learning system. This paper aims to reveal the role and effectiveness of Radio and TV programmes in Distance and Open learning system on the basis of a survey of the students of Graduate Diploma in Management (GDM) programme of Bangladesh Open University (BOU). The result revealed that TV sets were available to more than 71 % of the students, and the TV programmes presented by BOU were appreciated by 85% of GDM students. Moreover, Radio sets were available to 86% of the participants and only 50% found it effective.

### **Statement of the Problem**

Doordarshan plays a vital role in educating masses and telecast programmes in almost all states and has been an effective medium of learning since it started. It telecasts programmes on health education, social education, science and environment education. Besides this, DD has become the source of legal information, which helps in development of knowledge.

Study of past literature on the topic, content analysis of DD *Kashir* programmes and discussion with the viewer helped to conduct a study about the evaluation of DD *Kashir* programmes and its role in lifelong learning. This study was conducted to know how DD *Kashir*

helps masses in learning regarding health, agriculture, language, environment etc. Since DD *Kashir* is the only satellite TV channel telecast in *Kashir*, it was important to know how it becomes the medium of lifelong learning.

### **Significance of the study:**

Television has mainly three functions, to inform, to entertain and to educate. Television plays a very important role in opinion formation and presenting images of Indian Society. In *Kashir* region, majority of the people watch TV channels in general and DD *Kashir* in particular. These programmes affect various aspects of life.

Generally, there is a perception among masses that TV is a medium of entertainment but studies have endorsed the perception that programmes are educational in terms of information, knowledge, skills etc. Therefore, it was found important to analyse the educational aspect of DD *Kashir* since these programmes lift our social life in many ways.

### **OBJECTIVES**

- To examine the role of DD *Kashir* in Lifelong learning
- To analyse the DD *Kashir* programmes with reference to language and educational factors
- To know the perception of DD *Kashir* Viewers about Lifelong learning

### **RESEARCH METHODOLOGY**

Qualitative approach has been used for the study. Only DD *Kashir* programmes with reference to education were selected for this purpose. Data has been collected from both secondary and primary sources. For the secondary data Journals, Books and online material were referred and Primary data was collected from a field study using questionnaire schedule. Data was analysed under 6 broad categories viz.,

- Educational
- Socio-culture
- Agricultural
- Current affairs
- Science and Environment
- Health



Researcher has selected 20 programmes under each category using simple random sampling and a total 120 programmes constituted the sample. Besides, examining the programmes, 25 in-depth interviews were done to know how effectively DD (*Kashir*) plays a role in Lifelong Learning. For in-depth interviews, respondents were selected through convenient sampling.

## ANALYSIS AND INTERPRETATION

Table 1 Content Based Categorization of Programmes for Analysis

Sl.No	Name of the Area	Code
1	Educational	I
2	Agricultural	II
3	Current Affairs	III
4	Science and Environment	IV
5	Health	V
6	Sociocultural	VI

The programmes of each category were analysed according two major dimensions, Language consisting of *Kashiri*, Urdu, Urdu and *Kashiri* and Educational aspect consisting of Knowledge, Understanding, Skill and Application.

Table 2 Distribution of the Programmes according to Language

Area	I	II	III	IV	V	VI
N	20	20	20	20	20	20
<i>Kashmiri</i>	65%	85%	50%	50%	40%	80%
Urdu	15%	14%	30%	20%	25%	20%
Urdu and <i>Kashiri</i>	20%	1%	20%	30%	35%	0%

Language is considered as a way of communication by which we express ideas, views and experiences to others. The table 2 shows that 65 % educational programmes are telecast in *Kashiri* and only 15% in Urdu and 20% in both Urdu and *Kashiri* languages. Since most of the people live in villages and have access to DD *Kashir*, 85% of the agricultural programmes are telecast in *Kashiri* and only 14% in Urdu and 1% in Urdu and *Kashiri*. In terms of current affairs, the DD *Kashir* telecast 50% of the current affairs in *Kashiri* language and 30% in Urdu and 20%

Urdu and *Kashiri*. 50% of the Science and Environment programmes are telecast in *Kashiri*, 20 % in Urdu and 30% in both Urdu and *Kashiri*. Health is an important aspect and 45% of the Health related programmes are telecast in *Kashiri* and only 25% in Urdu and 35% in both Urdu and *Kashiri*. 80% of the Socio-Cultural related programmes/events covered are telecast in *Kashiri* and only 20% in Urdu since social structure is based on tradition and culture.

Table 3 Distribution of the Programmes according to Educational Objective

Area	I	II	III	IV	V	VI
N	20	20	20	20	20	20
Knowledge	60%	35%	40%	65%	60%	45%
Understanding	30%	0%	35%	30%	20%	20%
Skill	5%	40%	15%	4%	3%	15%
Application	5%	25%	10%	1%	17%	20%

Each programme has educational relevance and importance. It has educational message for masses. The table 3 shows that 60% of the programmes were based on knowledge, 30% were based on understanding, 5% for skill and 5% on application in the area of education. In the area of agriculture, 35% programmes were related to knowledge, 40% based on skill and 25% on application. In the area of current affairs, 40% programmes telecast on DD *Kashir* are based on knowledge, 35% on understanding, 15% on skill and 10% on application. 65% programmes related to science and environment was based on knowledge, 30% on understanding, 4% on skill and 1% on application. 60% of the health related programmes were knowledge based, 20% on understanding, 3% on skill and 1% on application. In socio-cultural area, 45% programmes were knowledge based, 20% understanding based, 15% skill based and 20% on application based.

## ANALYSIS OF INTERVIEW BASED DATA

### TV as a medium of Lifelong Learning (Education)

Mass media should include educational programmes besides entertainment. It is important to telecast, publish and broadcast the programmes of science, health, and technology. In a group interview, some 15 respondents said, there are many TV channels and it depends on viewers, which channels you are watching or which radio programmes you are listening. Parents play a vital role in restraining children from watching irrelevant things and ingrain a habit of

watching educational channels. Since the children have tight schedule of school, then coaching, they do not get much time to watch TV. Similarly, six respondents said that their children watch National Geography, History Channels etc., and it helps them to learn regarding History, discoveries and other things that they feel bored reading from books. Some women said that it is TV that influenced them to send their girls to school. They cited the example of soap opera (*Diya aur Baati*) in which Sandiya qualifies IPS. More over, women respondents said they also learn new things from DD *Kashir*. They get the information on adult education and different educational schemes as well.

### **TV as a medium of Lifelong Learning (Agriculture)**

In a group interview, respondents said that they watch DD *Kashir* also for information regarding agriculture. Most viewers said that they watch TV for learning agricultural practices such as information on seeds, fertilizers, and hybridization. Most of the respondents said that they watch DD *Kashir* that telecast programmes in *Kashiri* language and have many developmental programmes. For the knowledge gaining they prefer DD *Kashir* and some local channels as well. The data analysis shows that a majority of respondents felt that mass media helped them in development of agricultural practices by watching DD *Kashir* and they learn new knowledge regarding new things. Respondents said DD *Kashir* has been a medium of change especially for old retired people as new generation now watch satellite Channels.

### **TV as a medium of Lifelong Learning (Current affairs and Science related knowledge)**

Mass media is designed to reach a large, heterogeneous audience. Information regarding national and international events is very essential for a person to have an idea of what is happening in the world. Earlier Newspaper, TV and Radio were the source of information, now new media has been an influential and most often used medium. In a group interview, 15 respondents said that TV DD *Kashir* was the source of information for them. Almost everyone uses dish TV. Respondents said that they are interested in local and national news. For local news they get information and news bulletins especially broadcast in evening. For national news respondents watch TV (Kashmir Bulletins), DD National, DD *Kashir*. Majority of the respondents said that in conflict times, they watch TV to get information regarding national and local events. Many respondents said that it is very important to get the information regarding

weather conditions and DD *Kashir* is the chief source of weather bulletins. Respondents said that watching TV helps in learning new things about environment, climate change and pollution. Moreover, children have evinced keen interest in learning about science.

### **TV as a medium of Lifelong Learning (Health related Knowledge)**

In a group interview, eleven respondents said that in between TV serials, advertisements are shown on AIDS, vaccination, family planning, and so on, which is educative and learn about these things. Seven respondents said that that DD *Kashir* telecasts the programme (Doctor online) that is very helpful in awareness of different diseases. Respondents felt that health related knowledge is not given much coverage or space by any media but they learn regarding various diseases that doctors talk on DD *Kashir* and take precautions against the dreadful disease. Respondents said they watch DD *Kashir* for learning and it is an ongoing process.

## **FINDINGS AND CONCLUSION**

Language is the most important element of any culture and people can understand messages and can learn easily from Television. In the process of Lifelong Learning, regional languages used on regional TV channels make learning easy. Most of the programmes in DD *Kashir* are telecast in *Kashiri* Language as the target audience is from *Kashir*. To cater to the rest of the audience DD *Kashir* uses Urdu as well and in some programmes both Urdu and *Kashiri*.

Almost in all the programme categories analysed on DD *Kashir*, Knowledge, Understanding, skill and application aspects play a significant role in Learning. Each programme has the educational relevance and the medium is the source of lifelong learning for every age group.

In-depth interviews revealed that TV especially DD *Kashir*, is a source of Life Long Learning in every programme category from education to agriculture and from environment and science to health. DD *Kashir* plays a vital role in learning. Programmes like *Butraat* are a source of learning agricultural practices and Doctor Online is a source of learning regarding various health Issues.

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# Contemporary Communication and Media Research in India and Iran

MARYAM VAZIRI

## Abstract

*Communication research is developing rapidly. Different communication patterns associated with human interaction has made this a globally valuable interdisciplinary research. On one hand, it is bringing new methods and theories into action; and on the other, it is forming a clear vision of media and communication status for each country. The study broadly reviews recent research on communication and media studies across the world, and specifically analyses the status of India and Iran. Since India is known for the quantity of its media, and Iran for its complex media, the study aims to review their international position in terms of research and academic accomplishments.*

**Keywords:** Communication, Media, Research, Studies, Iran, India

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## INTRODUCTION

Systems theory and communications systems are an important approach of communication planning studies in the developing countries. In communication development program, the specific role of the mass media is to recognise the planning system. Through this, communication planners achieve broader goals of public communication from all the resources used in the development of a country.

World Information Society (Geneva, December 2003 and Tunis, November 2005), organised by the International Telecommunication Union has urged to use all the benefits of information and communication technologies to address community's human rights and global information flow taking into consideration the position of "digital gap".

International Communication Association (ICA) is a scientific forum for researchers interested in research, teaching, and application of all aspects of human and mediated communication. More than 50 years ago, ICA was a small association of researchers from the United States and is now an international association with over 4,500 members in 80 countries. Since 2003, ICA is officially related to the United Nations as a non-governmental association (NGO).

Global Communication Association aims to ;

*Foster and promote academic research in global studies; promote academic cooperation between major universities around the world; Facilitate joint projects and research opportunities among scholars, researchers, and graduate students; facilitate research faculty and exchange programs; facilitate joint programs, the financial position, symposia, and projects in a timely manner centers , institutions, and international organizations; discover countless opportunities and challenges in the areas of education, learning, communication development, globalisation, mass media and international cooperation, and hold annual conferences worldwide.*

Association for Education in Journalism and Mass Communication (AEJMC) is a major membership driven organisation for academics, offering regional and national conferences and publications. The National Communication Association, International Communication Association, and leading professional organisations represent different studies published in scientific journals and references in the field of communication.

Contemporary Communications is a qualifying certificate to prepare students to work in a rapidly changing information driven workplace with skills in research, analysis, writing, graphical presentation of the material, the development and use of technology as a tool to communicate. Contemporary culture of digital communication plays a key role and understanding of the political, social, economic, health, strategic, and everyday social relations. Scandal, representation, surveillance, sexual and gender, political rhetoric and community news are among media forms and texts. Here, use and theoretical work of scholars such as Deleuze and Guattari, Habermas, Butler, Foucault, Hannah Arendt and Agamben are considered among many others.

Habermas pitched for communicative action by individuals on mutual consultation and reasoning. The popularity of computer mediated communication (CMC) was believed to be a means of task-oriented and community based interactions that CMC's ability to accomplish many of the same functions as traditional forms of interaction, especially face-to-face (FTF) interaction.

Social Information Processing (SIP) theory by Walter (1992) is about how people get to know one another online, without non-verbal cues, and how they develop and manage relationships in computer mediated environment. Walter suggests greater sense of CMC or transactions through the use of non-verbal communication that occurs when two or more



computers build a network of social information processing (SIP). Walter understood that the nature of online communication required a new theory to describe it. Increasingly, online media is finding ways to effectively communicate virtually. The researchers suggested "the creation and distribution of digital goods has been democratised." The creation and growth of social networking allowed for easy sharing of creative and intellectual property. Social influence occurs when feelings, thoughts and behavior affects others. Social influence takes many forms and can be social, peer pressure, obedience, leadership, persuasion, sales and marketing compliance. Model of social cognition by Reicher, Brittany, and Postmes (1995) explains that identifiability effects on the behavior of the group, referring to computer mediated communication. DeSanctis theory of structural adjustment (1994) criticised techno centric terms of technology (determinism and technology) and social aspect.

Social exchange theory, explains social, psychological and sociological perspectives on social change and exchange stability as a process of negotiation between the parties. Social exchange theory argues that human relationships replaced using cost benefit analysis is subjective and relative.

Social information processing is a field of study that explains the nature of online interactions and experiences both negative and positive media environment. Social presence theory suggests that users of CMC are disadvantaged in the sense that someone else is involved. Therefore, we end up feeling like the one no one is there, our relationship is non-personal, interpersonal and task oriented. Media richness theory classifies that any medium of communication, can be efficiently handled given the complexity of the message.

Action or study begins to solve an immediate problem or a reflective process of progressive problem solving by individuals. Working with others in teams or as part of a "community practice" to improve the way they address issues and solve problems. There are two types of action research: participatory action research and action research. Denscombe (2010, p. 6) writes that the purpose of an action strategy to solve a particular problem and to produce guidelines for best practice. Action research involves the active participation of change often through an existing organisation, while simultaneously conducting an investigation. Action research can also be used by large organisations or institutions, assisted, or guided by professional researchers, with an aim of improving strategies; practices and knowledge of the environment in which it operates. As designers and stakeholders, researchers work with others to provide a new course of action to help improve the

community. Participatory action research (PAR) in recent years as an important way to intervene, in development has emerged as a change agent in communities and groups. Now it is promoted and implemented by many international development agencies and university programs, as well as countless local community organisations around the world. Dr. William B. (2012) defined to create a focused practical approach to research weight ontology.

Grounded Theory (GT) is a systematic approach to the production of theory in the social sciences through the analysis of data. It is a research method that operates almost in a reverse social science research in the positivist tradition. Unlike the positivist research study, this theory is likely to be a question, or even just a set of qualitative data.

Mirca Madianou and Daniel Miller, on "PolyMedia: towards a new theory of digital media in communications between the individuals", explained a new theory on the relationship between polymedia consequences of digital media. Drawing on ethnographic illustrative examples from a comparison of transnational Filipino families and the Caribbean, this paper develops a theory polymedia. As a result, polymedia concerns the restrictions imposed by each medium emphasis on the results of social, emotional and moral choice between different media.

New ideas and theories that can be of central importance in the future are provided including attention and new media literacy. New media has changed the nature of the relationship necessarily, by its speed, its channels, interaction and its impact. Transmission has created some uncertainty about definitions. Digital media, new media, multimedia, and similar terms all have a relationship to both engineering innovation and cultural impact of digital media. Similarly, digital media seems to demand a new set of communication skills, to name trans literacy, media literacy, digital literacy or the emergence of digital journalism also has created thousands of jobs and expertise. E-book, self-publishing and book industry are changing, and digital textbooks and other mass media are changing curricula in primary and secondary education. In 1977, the book "Radio - TV in the Third World: Promises and Actions by Harvard University, has recognized the shortcomings of research on "the transition from traditional society" essential for "social change", taking into account the "cultural continuity" in the developing world .

## OBJECTIVES

- To review the recent research on communication and media studies in the world.
- To explain the status of research on communication and media studies in Iran.

- To explain the status of research on communication and media studies in India

## METHODOLOGY

India is famous for the quantity of its media in the world and Iran is considerable history on intellectual attempt for media study. It brings significant needs to review these two countries' international position on the status of research and academic achievements. This study is descriptive and exploratory depending on the secondary data documented by universities, researchers, professors, books and research journals in the field of communication.

## ANALYSIS AND DISCUSSION

### Media Research in India

India is the largest democracy in the world. Culture media system, evolved over the centuries, is composed of a complex framework. This modernisation will have a communication network that has become the pulse of democracy. In the newspaper industry in India, Indian press is a metaphor for progress in a globalised world. Media in India represents the confluence of paradox: tradition and modernity, chaos and order, diversity and unity, conflict and cooperation, news and opinions.

Historically, academic research in journalism turned to be a phenomenon in the 1970s. Some research efforts in journalism can be found in other social sciences, which are essentially interdisciplinary in nature, whether in history or political science or literature. India has over 70,000 newspapers and more than 690 satellite TV channels (more than 80 news channels), and the largest newspaper market in the world - more than 100 million units per day. Some are controlled by businesspersons, politicians, and government. Many mainstream media channels have been accused of publishing and telecasting unverified, bias, and sensational news violating code of ethics.

Media industry in India is growing at a rate of 20 % per year. Together, the entertainment and media industry, India is the sixth largest country, with 3.5 million people working in it. In the next 4-5 years, the industry is expected to gross Rs.80 crore (Rs 800 billion) annually. Obviously, Indian and foreign players have entered the field. ORG, Marg, IMRB, and AC Nielsen have emerged as key players. Academic research in India is criticized as irrelevant and primitive due to dearth of application of scientific research methods and techniques. While science gobbles up a sizable chunk of government support, communication

as a social science discipline has very low budget. Private sector investment in research is non-existent. There is no tradition in mass communication research and culture in India. Private media houses have very little faith in the quality of scientific research conducted in the universities. C. R. Kothari, (2004), in his book entitled: "Research Methodology: Methods and Techniques" mentioned that researchers in India, especially those in empirical research, face numerous problems:

- Lack of academic education in research methods is a major obstacle to researchers;
- Inadequate research groups supported by business establishments, government agencies and research institutions;
- Media houses' reluctance to provide data to researchers;
- Research studies are overlapping and are not documented and therefore not easily accessible to researchers;
- Lack of code of ethics in media research;
- Library management and performance in universities / institutions are not satisfactory;

### **Organizations in Applied Research**

Indian Readership Survey (IRS) is the world's largest research study with a large sample size of respondents. IRS collects full set of personal data and extensive coverage of consumer product categories. TAM Media Research Pvt Ltd. is a joint venture company between AC Nielsen and Kantar Media Research. This is one of two TV audience measurement analysis companies in India. TAM runs the rating of television viewers for TV broadcasting and marketing of Indian Industries. One of the world's largest TV audience measurement panel includes 45,000+ unique sample of respondents across 225 cities and towns with 12200 TVM5 People Meters covering 11,130 TV homes. In a major shake-up in the broadcasting industry in June 2013, some of the largest television networks in India have decided to stop using data from TV audience measurement (TAM) Media Research.

Indian Broadcasting Foundation (IBF) is associated with generating media related data in general and ratings in particular. Broadcasting Audience Research Council (BARC), is currently is in the ratings business for the media and advertising industry. A country with an estimated television audience of 153 million homes and growing, need reliable information about television viewing habits. BARC India funded by the apex body representing key stakeholders, uses the latest technology to generate TV ratings for media houses and advertising industry.

Part of CyberMedia, South Asia's largest specialised network and service groups, Cyber Media Research (CMR) is a front runner in market research, consultancy and advisory services since 1986. CMR offers research based insights and consulting services like market data, size and satisfaction of stakeholders, identify growth opportunities, consulting, incubation, and go-to-market services, covering the telecommunications, semiconductor, electronics and intelligent infrastructure, government, energy, utilities and lifesciences sector, and also enterprise. Over the past three decades CyberMedia has continued to lead technology business, information and knowledge for the needs of India's growing industry. As a result, every brand is a market leader in their vertical, allowing CyberMedia to a community of over 1.5 million. Media Services include providing CMR and technology and is a telecommunications leading research company in the region providing a matrix content through its operating units (TDA Group, Publishing Services and CyberMedia Services). Order Media Solutions offers innovative global market today, including global marketing programs and customised services to enterprises to content management, editorial and production services for publishers. CyberMedia continues to host more than 100 events a year. CyberMedia also produces knowledge based weekly television program. Media Research Users Council (MRUC) is a not-for-profit body with registration of members representing large advertisers, advertising agencies, publishers and broadcast / other media.

### **Media Research in Iran**

In Universities in Iran opened during Reza Shah Kingship, those who entered the field of journalism were trained abroad. Dr. Hosseinali Afkhami (2010) known for his work on "Barriers of communication training in Iran" says that in the West there was the possibility of open discussion in journalism classes unlike in Iran. Dr. Asghar Fathi, an Iranian professor of Sociology from the University of Calgary in Canada in the 1960s and 1970s researched about the origin and historical context of communication and modernity in Iran. Some of the notable works by Iranian scholars are, Dr. Yahya Khakzad's thesis, on the "role of television in social life in Iran", University of Montpellier in France, in 1976, Thesis by Dr. Assadullah Nowruzi, formerly of national radio and television in Iran, on "means of communication and national development in Iran: study based on prudence," which in 1977 received the degree of Doctor of state for Basic Sciences, the University of Paris and Dr. Mahshid Ashraf, about the "importance of mass media, particularly television, in the process

of modernisation: the case of Iran," which in 1978, obtained the degree of Doctor of Humanities at the University of Paris .

The most important and most theoretical research related to communication and development in Iran, in the period before the Islamic Revolution, is from Dr.Majid Tehranian and Dr.Hamid Molana. These researchers were instrumental in 1988 in conducting Tehranian`s research on "technology and development" regarding the use of new technology in space in development and in particular, the development of education, science and culture and rural development, which was supported by UNESCO and later published in the series "Reports and papers on mass communication" in Paris. Islamic Republic of Iran Broadcasting expanded research and development in communication, and the Center for Research and Studies and the organisation's measurement program are new efforts in this regard.

Press Office and the promotional efforts of the Ministry of Culture and Islamic Guidance, the former center of education and the development of media and media research center, has been in the forefront in publication, seminars on Iranian media issues in collaboration with the Department of Communication Sciences of Allameh Tabatabai University. It has been conducting studies about media and publishing books and has contributed to the creation of media literature.

The first studies on the future of communication took place in Iran in the Institute of Social Sciences and Development, in collaboration with the National Iranian Radio & Television and the in 1968. The issue of communication in the aftermath of the Islamic Revolution underlines the necessity of comprehensive communications research to achieve the objectives of the National Development Policies and programs of Iran. An article entitled, Communication, Peace and Development, in the book Communicators for Peace: Diplomacy and Negotiations, published in the United States, Dr. Teranian presents an account the of the role of new communications in contributing to the development of contemporary societies by examining local, regional and international levels.

In the late 1980s and early 1990s, Dr. Moulana`s studies in the field of development communication became more popular. In 1988 his research entitled "Communication Technology and Development", was undertaken on the decision of the Intergovernmental Council of the fifth meeting of "UNESCO International Programme for Development of Communication" in May 1985. The purpose of the assignment was to prepare a report based on past studies and experiences, about the use of new technologies in the development

environment, and in particular, the development of education, science and culture and rural development, on behalf of the Secretariat "UNESCO. Iran Book News Agency (IBNA), published the first book by a journalist written on the world of Journalism and its history. Mohsenianrad reviewed literature in three historical periods from 1954 to 1994 and presented invaluable information on 40 years of journalism education in Iran. Professor Albert Mehrabian understood the relevance of the 1960s. He received his doctorate from Clark University in 1964 in a long career of teaching and research at the University of California, Los Angeles. He created a basic understanding of body language and non-verbal communication. Before the Revolution, the role of communication in promoting literacy programs, public education and university education was also considered by various governmental agencies in the field looking for their efforts and activities.

Journalism should be the collective wisdom move, and requires a critical space in society. Journalists are also part of this review and monitoring community. The other problem is lack of research. Research centers are not enough or do not work well and has negative impact on journalism education. The study has explored the processes of social communication and research in India and Iran. Analyses of communication models, theories, media situations and scenarios are the crux of the study, which also suggests improvements to be incorporated by the media sector in both the countries.

Media teaching in India is more about practical execution, while Iran focuses on political and cultural aspects. Interestingly, India shows a significant progress in development and agricultural communication, while Iran focuses on philosophical and sociological thoughts given by Western scientists. As social media has become an evolutionary step in marketing and media sectors, as per the study, academia should also develop central theorems pertinent to communication theories; explaining the trends and what they mean for individuals, organisations, institutes and citizens.

According to this review, India and Iran are facing lack of well researched works in media and communication studies. Unfortunately, there is no accurate data available in both the countries. However, the review suggests that the target audience of both the countries need to be studied, nationally and internationally. Nevertheless, it is observed that journalism and mass communication, as a subject demands to be taught practically through global exposure by using new technologies. Exchange of ideas, thoughts, methods, and analysis between the two countries will help the media sector go a long way. Future studies can focus



on this aspect and perform a comparative analysis considering their position in different regions. In addition, a comparative study of media research situation among the developed and developing countries can find out deficiencies and improvements with native perspectives.

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# Interaction of Micropolitics and Education Quality in Rural Karnataka

PRADEEP RAMAVATH J

## Abstract

*The aim of the study is to uncover the interactional patterns between 'micropolitics' and 'education quality' in two rural schools of Karnataka. The patterns thus obtained are used to critique existing policies relating to 'quality frameworks' for rural schools as envisaged in The Right to Education Act of 2009 through Sarva Shiksha Abhiyan. This ethnographical exploration used micro political perspective on schools as descriptive and analytical lens to understand the manifestation of quality parameters at the village level. Study through the analysis of 'quality' and 'micro political' interactional pattern signals at the stabilisation of 'systemic inefficiency equilibrium' of rural schooling system which has been strategically crafted through existing educational bureaucracy, caste hierarchies and brahminical value systems. Strategies related to enhancing the quality seems to be conceived in a vacuum, disconnected, unreal to the underprivileged, disadvantaged communities in rural educational settings. Thus, the paper brings out the inadequacies in quality frameworks of Right to Education Act in ensuring effective participation to positively influence the long-term growth of the children in rural society.*

**Keywords:** Micropolitics, Quality, Interaction, Villages, Right to Education 2009

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## INTRODUCTION

Formal schooling provisions enshrined through various provisions in our constitution pretends to perform twin functions of realizing country's demographic dividend and ensuring social justice to the historically disadvantaged communities through its 'Public' and 'Private' schooling system. Formal entry of elementary education into the list of fundamental civic right is at present only a symbolic gesture of the state (Kumar, K., & Sarangapani, P. M. 2004). Thus, during the process of policy implementation, interacting structures and actors have been discounted to express their desires, needs, understanding, knowledge, and wisdom. Local communities residing in the periphery and interiors have been silently excluded from

expressing their idea of education and quality. This process has significantly de-linked the aspirations of the stakeholders with the macro-policy objectives.

On the other hand, in India, we have varied consensus on the aspect of education quality (Dhankar, R. 2010). For some it is quality provisioning for school such as timely availability of funds, teachers, infrastructural facilities, school management by local community, socio-economic-political, cultural factors and for others it is only learner's cognitive achievement in the schooling system. Most of the macro studies (Lee, J and Barro, R.J. 2001, Banerjee, A and Kremer, M. 2002, ASER 2009, 2010, 2011, Bishop J 1989, Banerjee et.al., 2003) conducted at the national level focused only on establishing whether there is positive, strong and significant causal relationship between educational expenditure and outcome at the aggregate levels. Dependent variables that were taken as proxies for school quantity in most studies were: test scores, repetition, dropout, completion rates, and enrolment ratios at the primary and sometimes at the secondary level. The studies generally aim to establish the extent to which increases in school resources- usually measured as People Teacher Ratios (PTRs), expenditure per pupil, proportion of Gross Domestic Product (GDP) or average teacher salaries- enhance educational outcomes.

Parallel to the macro paradigm, micro studies in education also borrowed modern economic approaches to investigating the determinants of educational outcomes and developed well-established techniques from other economic applications to investigate into the issues of quality. The idea being there is a determinate relationship between inputs to production process and the outputs that subsequently emerge. However, the application of production function analysis to education is somewhat hazardous; also, using language to portray education through 'input' and 'output' approach is not very helpful as it obscures the key issues of assessing quality (Winch, C. 2010). Hence, in parallel with the economic tradition a different empirical approach to study schools and classrooms began to emerge. Micropolitics<sup>1</sup> of education and schooling is one such framework, tradition that tries to uncover the hidden, untold, underworld / (**labyrinth**) of school, which influences quality<sup>2</sup> significantly.

### **Micropolitics and Education Quality: Towards An Interactionist Framework**

Realities encircling education clearly warns us that, every narrative on quality is political, but every politics surrounding it is simultaneously a macropolitics and micropolitics (Deleuze G and Guattari F, 1993). Researchers have drawn a distinction between two types of

politics in schools. The term micropolitics refers to the use of formal and informal power by individuals and groups to achieve their goals in organisations. Cooperative and conflictive processes are integral components of micropolitics. Macropolitics refers to how power is used and decision-making is conducted at district, state, and federal levels. Macropolitics is generally considered to exist outside the school, but researchers have noted that micro and macropolitics may exist at any level of school systems depending on circumstances (Blase, J. 2002).

Table 1: Differentiating Macro and Micropolitics

<b>Macropolitics</b>	<b>Micropolitics</b>
Subject: State, Nation, Corporation, Transnational State (IMF, WE, WTO)	Subject: Individual, Citizen, Community, School, Class room, people and other life forms
Realm: Sovereignty, Population, Territory, Security, Law, Resources, Trade, Property etc.,	Realm: Body, Learning, Teaching, Sense of Self, Identity, Gender, Domestic/ Public, Sexuality, Food, Aesthetic, Education, Health etc.,

In essence, deliberately denying “politics” in educational decision making ignores and suppresses the realities of educational change processes both at micro and macro levels. Micro level competitions for deriving ‘power’ and ‘authority’ in the educational decisions become a matter of curiosity in educational planning processes. Educational planning in developing countries need to focus on political, administrative decisions and must take into account the clash between traditional and modern systems of education and socialisation (Rowley, 1971). The dominance of one interest group over others and efforts to derive power, authority, and control are assumed to affect the quality in the long run. Micropolitics provide a conceptual frame for the analysis of both the processes and outcomes of school reform focused on improving quality.

*Innaccone* (1975), is one of the founders of special interest group in politics of education coined the phrase, the micropolitics of education. This new domain in educational politics was largely studied from an organisational perspective. Major focus in micro political research in education was on finding out the behaviors of stakeholders in education system through a psycho-sociological analysis of educational processes and concurrent political actions, at the local level, its impact on the administrative processes and teaching learning processes. This was a tradition largely amended in qualitative research approach and ethnographical methodologies. Hence, more emphasis was on processes and its interpretation

through constructivist approaches. Least priority was provided to find out causal relationship between the variables.

Studies designed to investigate the political relationships among parents, administrators, teachers, students, staff, representatives in local bodies, community, state and policy reforms initiated by the state is valuable and fill the research gap in the terrain of micropolitics (Blasé, 2005). Given the evolutionary nature of educational programs such as *Sarva Shiksha Abhiyan* (SSA) there is lack of clarity on roles and responsibilities of stakeholders involved. Political lobbying, negotiation, are an integral part of dynamic programme implementation processes, thus having impact over quality of education at the local level. Overlapping roles and co-option are very common issues shaping the micropolitical climate and influencing the quality in the long run. These complex dynamics of interaction between micropolitics and quality of school education (refers to both quality outcomes and processes) are rarely studied phenomena in rural context. RTE 2009 has naively defined quality<sup>3</sup> from a supply side perspective and thus providing opportunity for studying education quality not beyond the bureaucratic interpretations.

Present study actually probed and investigated the dynamics of power, autonomy, and control of inputs and its impact on the processes and outcomes through the micropolitical framework. The micropolitical framework took into consideration both consensual-cooperative and conflictive- adversarial micro political processes prevalent in the education system at the district and sub-district levels.

## OBJECTIVES

- Examine the existence of micropolitics in rural school systems, and to explore the nature of micro political relationship between the stakeholders.
- Construct the definition of education quality from the knowledge, attitudes and perspectives of actors, institutions and organisations in the rural education system.
- Build an understanding on interactional patterns between micropolitics and education quality in different rural contexts.
- Probe into the micro political processes, which have a significant impact in determining education quality at the school, village, *panchayat*, cluster and block levels in rural areas of Karnataka.

## METHODOLOGY



The study uses the theoretical framework of ‘symbolic interactionism’ as research design and thus the findings are majorly dependent on the interpretations derived from the interactions between ‘micropolitical climate’(established by the actors, institutions, networks, and objects) with the concomitant processes associated with ‘education quality’ derived through a process of ‘social constructivism’. Theoretical and empirical construction of ‘micropolitics’ and ‘education quality’ as distinct but interrelated, dependent phenomenon have been achieved through emergent, flexible research design embedded in interactionist, constructivist traditions. A hybrid analytical framework was constructed to evolve theoretical and empirical construction of micropolitical and quality perceptions from the associated stakeholders.

The schools were selected from two educational blocks (*taluka*) through purposive sampling methodology. ‘Extreme-case sampling’<sup>4</sup> method was applied to select the blocks. *Channapatna* in *Ramanagara* district and *Sidlaghatta* in *Chikkaballapur* district in the state of Karnataka were chosen based on the Educational Development Index (EDI)<sup>5</sup> for the year 2012-13. Study was carried over a period of one year (2013-14) understanding the context, nature, pattern of interactions between ‘educational quality’ and ‘micropolitics’ at the village and school level. After the selection of educational blocks based on EDI, initial selection of schools were based on the criteria such as performance of the school with respect to the outcome indicators - enrolment, retention, and learning levels. These selections had good predisposition with the opinions expressed by the educational functionaries working at cluster and block level. These predispositions were related to the perception of educational functionaries, their identification and judging capability of the schools as ‘Good Schools’, ‘Bad Schools’, ‘Medium performing schools’ etc. Even though on the official documents (school records, report cards) all the schools in the educational cluster showed more or less similar educational characteristics. One school in each educational cluster which fared better in terms of enrolment rates, learning outcome and designated as ‘better performing school’ as compared to rest of the schools in the given educational cluster were selected for the study( refer- Table-2) .

Table 2: Sample Villages and Selection Criteria

Level	Selection Criteria	Samples	
Taluk	EDI	Channapatna (67 <sup>th</sup> Rank)	Shidlaghatta ( 127 <sup>th</sup> Rank)
Cluster	Perceptions of the CRPs and BEO	Myalanayakanahalli	Tummanahalli
Panchayat	Administrative	Mailalli	Kannesara

Village (School)	Achievement tests, perceptions of CRPs	Mailalli	Kannesara
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After selecting two schools, it was decided to spend a complete academic year i.e. 2013-2014 in these two schools to understand the micropolitical activities that might have some influence on high achievement levels of the children and also demarcate from rest of the schools as 'Good Schools'. The central idea was to map the pattern of concurrent contributory '*micropolitical*' processes and activities, which might demarcate these two schools from the rest of the schools in the selected educational clusters. *Micropolitical* processes were mapped with respect to school as a unit of analysis; corresponding notions of *quality* have been gathered through a process of continued field immersion. A variety of tools were used as per the contextual need. Hence, study followed a 'mixed methodological' regime in selection of tools. Most of the tools used in the field were 'emergent' like -open ended questionnaire, unstructured interviews, focus group discussions(FGDs), observation of classroom and school processes, conducting of standard achievement tests, personal interviews, content analysis of school records, reports, texts, personal in-depth interviews

## ANALYSIS AND DISCUSSION

Quality has different meaning to different groups; it is about the completion of physical and financial targets in time for head teacher, cluster resource person, and educational bureaucracy, completion of syllabus for school teachers. However, when it comes to issues of quality for their own children it is about the higher order critical thinking, English knowledge, computer awareness etc. When the question of explaining the factors influencing the quality of education in their schools, teachers in their responses have come out with a diverse set of responses. These factors and components were mainly with their own perceptions, inputs, vision to create better quality outcome from the present education system. Inputs for better quality included, inter alia, academic, pedagogic practices, management skills, community partnerships, training and capacity development of teachers, embedding leadership skills, ensuring good quality of infrastructure, technology deployment etc., (please refer Table-3)

Table 3: Meaning of Quality of Education and Influencing Factors

S.N	Factors	Percentage
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		Responses
1	Three Rs ( Reading, Writing and Arithmetic )	91.00
2	Community Participation	82.00
3	Training & Capacity development	50.50
4	Leadership Development	44.00
5	Universalisation	42.00
7	Teamwork	13.00
8	Good Management	24.00
9	Feedback	03.70
10	Time Management & Communication skills	03.70
15	Technology deployment	01.10
16	Improving the curriculum and pedagogy	60.00
17	Extra-Curricular activities	35 .00
18	Others <ul style="list-style-type: none"> <li>- decrease in corruption,</li> <li>- Recognise the importance of teaching as profession</li> <li>- More professional ethics</li> </ul>	04.10

### **Micropolitics of Infrastructure and Facilities**

Basic physical facilities, necessary in schools as identified by SSA are classrooms, toilets, drinking water, playground, usable blackboard, and seating facility for the children (SSA, 2011). It is assumed that, these non-living elements, facilities play an important role in improving experiences of teaching – learning subtleties and consequently overall school quality. There are some research evidences that link the availability of permanent classrooms, textbooks, desks, libraries, and running water with the take up, progress of primary education and quality (Heneveld & Craig, 1996). We also find that often in India, stakeholders and many commentators regard ‘school building’ as the most important factor after the teacher (Michael W, 2007). School quality attributed no significant correlation between the existence of infrastructure facility with the learning levels; but has shown positive association between the presence of quality infrastructure with the students’ wellbeing. Most of these attempts seem to physicalise the spaces and living world of the schools.

The current RTE act of 2009 has just acted as state’s physicalising apparatus focusing primarily on quantum of infrastructural facility need to be present in the school premises. It prescribes a certain number of essential facilities to be present and proscribes such educational establishments, which do not follow its prescriptions. In practice these prescriptions by the RTE legislation negates the human elements of caring, bothering, loving, liking, feeling and bargaining. It never provided a space for imagination through local wisdom and sensitivities. Instead of providing life to physicality RTE seems to have taken

out the living aspirations of the infrastructural facilities. A typical example being presence of toilets, ramps, compound walls and their corresponding dysfunctionalities in the rural schools. These facilities internalise the inefficacies through complex immanence of human necessities rooted in their local socio, economic and cultural contexts. Thus, mere imposition through the toothless legislation of RTE would have void and null effect on these obligating physicalities.

Local community in *Mailalli* and *Kannesara* have used the school infrastructural facilities to penetrate the caste, political and religious identities through the '*space bargaining*' process. This bargaining process usually carried out through the formal spaces provided by state in the form of birthday celebrations of the National heroes and religious icons. SDMCs, local caste groups, *panchayat* authorities are the bargaining agents- where the interplay of caste, religious identities are clearly visible on the prominently visible physical spaces (such as school walls) and written documents (such as SDMC proceedings). Schoolteachers feel such processes as unnecessary but these bargaining processes are 'necessary factors' for their survival at the schools. Thus, the caste, religious- politics of school walls seemed more prominent than what positive effect the school infrastructure brought on the educational development of the student community.

This signalling of school infrastructure, learning environment in school premises as a space for identity (politics) bargaining for political clout without any positive association for students learning seems to be negative outcome but has positive bearing for local politicians to carry forward their 'micro-political' agendas over a long gestation period. Above case studies from the selected school sites further demonstrates how the caste, religious and political hierarchies of the society are being reproduced through the physical spaces of the schools through the 'objectified state'.<sup>6</sup> Feudal forces in the village actually control the decisions relating to any infrastructural decisions; teachers, SDMCs are at the mercy of 'patronage' network of dominant castes. School facilities become reliable forum to build such 'dominating networks' at the village level, though these dominating networks and religious infrastructural facilities would not have any positive association with the education of the children.

### ***Panchayat and Link Politics***

*Panchayat* politics and its effect on schools seem to have a distinct orientation towards material benefits, and its elected leaders are the media for channelling the material benefits for themselves rather than being altruists (Narain and Pande, 1972). Politics under PR for schools is treated as a case of "link politics" built on vertical alliances that serve as the

proverbial hyphen that joins and fastens the state level and rural local politicians. If one were to treat this development as legitimate, one should also accept the logical corollary of the entry of political parties in the area of local politics (Narain and Pande, 1972).

Table 4 : Allocation of money from CAC-GP

	Year	On Civic Amenities in Kannesara GP (Health Educational facilities)	On School education	GHPS Kannesara	On Civic Amenities in Mailalli GP (Health Educational facilities)	On school education	GHPS Mailalli
1	2005-2005	28000	14500		15000	8600	2000
2	2006-2007	49000	35550	3400	18800	10000	1700
3	2007-2008	35000	27000	3490	19800	15000	6000
4	2008-2009	23000	16000	6370	21000	13145	3400
5	2009-2010	21000	18000	6700	26000	17273	5800
6	2010-2011	27000	25000	5600	18990	16990	4500
7	2011-2012	20000	19000	6760	21000	14237	3900
8	2012-2013	39700	35000	2300	23000	19832	7800
9	2013-2014	35000	28000	11000	46000	39000	8400
Total Amount Spent in 9 years		277700	218050	51220	209590	154077	43500
Average Money Spent in 9 years		30855.5556	24227.7	5691.1111	23287.7778	17119.7	4833.333

Source: Book of accounts for standing committees

From the table-4, it is evident that, *Kannesara* School received an average of 18% of total allocation from the CAC and Mailalli received an average 20% of its share every year. In both the GPs more than 70% (78% for Kannesara and 73% for Mailalli) of the money from the CAC was spent on school education, indicating health component received very less priority in both the villages. In both, the *Panchayat* Development Officers (PDOs) inform about the erratic allocation of money on the issues relating to Civic Amenities; most of the funds utilised for these purposes comes from the state government through the *Zilla Panchayat* and around 30% of the money will be pooled from the local revenue collection. From the assessment of school head teacher in *Kannesara* it would have been a sufficient grant for them to maintain the repair and small maintenance activities through the CAC funding; but he complains of non-receipt and invisibility of the money at the operational level. Most of the spending is only on papers and in bills. SDMC members do not ask *Panchayat* for any accountability in this regard and CAC do not send any intimation about the release of the money.

As per Section 55 of *Karnataka Panchayat Raj Act* of 1993, the decisions at the *Panchayat* meeting shall be displayed within three days from the date of the meeting on the notice board of the *Grama Panchayat*; along with the details of the names of the members voting respectively for or against the resolutions passed in the meeting. However, during the course of field immersion only *Mailalli Panchayat* used to display such information rarely; the *Kannesara* PDO always complained of problem with the printing machines to display such proceedings on the notice board; though he used to circulate the proceedings to all the members. He declined to display any information to the public through the notice board and not sent any intimation of whatsoever to the School head teacher. On the contrary, in *Mailalli* the HT was informed about the repair and construction works undertaken by the *panchayat* in the school premises.

This lack of accountability could be attributed to the factor about the co-option of the members in SDMC through the GP members. In addition, influential political leaders of the village selected most of the members of GP and SDMC. These political leaders are close associates of *gram panchayat* members and MLAs. No one in both the villages remembers about election conducted in GP for the position of CAC or for the position SDMC memberships.

During the group discussions head teacher blamed GP, community for distancing itself from the school activities and on the other end SDMC members blamed head teacher for keeping them away and uninformed about the school matters. However, on *panchayat* account books, SDMC records the routing of the money for the construction purposes have been shown. PDO in *Kannesara* informed that the attendance of the SDMC members is through proxy signatures. Most of the GP and SDMC members in these villages are illiterate and hence not interested in reading the meeting proceedings or any notices. An analysis of participation of Dalits in the decisions related to school infrastructure and other facilities of *Kannamanagala and Mailalli* yielded a 'Matrix of Domination' as shown in Table-5, demonstrating 'Caste' as an important contextual factor in deciding the educational outcomes.

Table 5: Participation and types of talks in school decision-making with respect to infrastructure (adopted from Ball, 1987)

	Forms of participation	Response opposition	Strategies of control
Authoritarian	<b>Prevents access to voice</b> Ex- Particularly prevents the participation of parents of scheduled caste children in schooling activities.	<b>Stifle</b> Ex- Frequent insults in the schools by the upper castes	<b>Insulation, concealment and secrecy</b>

Managerial	<b>Formal committees, meetings and working parties</b> Ex- Teacher weekly staff meetings, SDMCs meetings, Gram Sabhas	<b>Channel and delay</b> Ex- Coordinated decisions of delaying the works due to discretionary powers provided to them in SDMC bye laws,	<b>Structuring, planning, control of agendas time and context</b> Ex- Setting meeting agendas, writing of meeting minutes, discussions and voting on the subject
Interpersonal	<b>Informal chats and personal consultation and lobbying</b> Ex- Biases towards the teachers of same age, gender and caste	<b>Fragment and compromise</b>	<b>Private performance of persuasion</b> Ex- Praising each other during CRP, BRP visits
Adversarial	Ex- Public meetings and open debate	<b>Confrontation</b>	<b>Public performances of persuasion</b>

### Micro- Management versus Micro-Marketing

The teachers in Kannesara School had no mentors or senior teachers to induct them into the process of teaching. They experimented on their own to be inducted into the system. They faced challenges outside the classrooms of bringing the children into the classrooms. Even though they had support from community members, they spent a lot of time in building relations with the children, community, and other stakeholders. Even though teachers work on a collaborative mode, they do not get adequate support from the HT and other functionaries in the system. There are many dropouts from the marginalised communities, particularly Dalits, the reasons from them being excluded are not related only to the livelihood and poverty issues.

There are micro level practices in the schools, which need to be introspected by the teachers, community, and HT. The micro- management practice of HT has its repercussions on all the teachers who were forced to carry out tasks, which might not help students in the school. These micro management strategies have brought good amount of nepotism into the school system. On the other hand, the local private schools market themselves through intimate ‘micro-marketing strategies’ and sell their schools to the community. Hence, the micro-marketing strategies practiced in the private school have a countering effect on the government school. Thus pulling out children from government school catchment to shift to the private school. Even though the teachers have good practices and collaboration strategies, they fail to negotiate with the political economy in retaining the catchment of their school

### Micropolitics of Curriculum and Teaching- Learning Material



Learning systems in rural schools are dominated by the 'Text book culture' (Krishna Kumar, 1988). Textbooks have taken the centre stage of Indian curriculum and teaching methodologies. In this process, they impose hegemony on the community by discarding the local learning systems. The entire standard quality assessment framework tends to measure the impact of textbook culture in schools. They invariably ask questions from the textbooks to validate children knowledge and understanding on the parameters of reading, writing, and arithmetic. The curricular change supposedly aimed at indigenisation in post-colonial educational policy, resulted in *Brahminisation* as a key defining feature (p vi, NCF 2005). An analysis of textbooks from class 1 to class 5<sup>th</sup> covering subjects such as Kannada, English, Social Science, and Environmental Science in the selected schools has demonstrated the following issues;

- There are around 644 pictures of the human beings in all these texts and 508 (around 79%) pictures depicting the gender disparity in the society. This gender disparity is shown repeatedly and holds the patriarchal societal sentiments in the minds of schoolchildren. Most of the pictures relating to woman are related to domestic work.
- In class 5<sup>th</sup> textbook, there are mention of 54 temples, 5 mosques, and 2 pictures of Church without a detailed description of these images except the glorification and rituals, which are carried out in these religious places.
- The description of rural life is prominently pronounced through the context of livelihoods such as basket making, farming etc., and urban life as described through portrayal of white coloured clean jobs.

These stereotypic descriptions of the school texts and their deliberations by the teachers had significant impact over the mindset of children. Their behaviour inside and outside the schools is affirmed to be hegemonic as imposed by the texts mediated through teachers. In total 120 classroom observations have demonstrated the patriarchal, brahminical indoctrination in the minds of the child to be obedient to the Brahminical value systems.

However, *Teachers in GHPS in Kannesara* tried to break this mould of hierarchical knowledge creation and dissemination. They started thinking about the;

- Creative ideas to integrate some innovative methodologies to teach the syllabus prescribed by the state;
- Alternate learning methods to integrate the creativity of their fellow teachers and create supportive learning spaces in the school.

Block Education Officer (BEO) Mr. Hanumanthappa once during his visit to this school observed these works and encouraged teachers Sreedhar and Dhanraj to carry out more such innovations besides citing their initiatives in different teacher forums. This was the starting point of problems for these two teachers as many teachers in the neighboring schools criticized this initiative as a waste of time and school hours. Both of them never gave up and further built a colorful magazine *Shaamanti* (2011-2014) which was written by the students to share their own experiences: experiences of their interactions with the society, their observation of their environment, their learning's of math, science etc., The idea was to create spaces for children to write their own texts, share, read and participate in the self-learning processes.

*“....education is not only providing knowledge within the four walls of the classroom, it is a continuous engagement of the children with its community and surrounding. To realise the potential of the child teacher plays very important role. In many instances, the hidden talents of the children do not emerge. This is due to pressure from the education system to memorise a specific type of knowledge. Education sector should thus have to have more sensitivity and nurture the creativity among the children. ....In a small village of Kannesara teachers in GHPS and Sneha youth group are doing a marvelous task of organising the school development activities, integrating the curriculum with the children's experiences and they are bringing children textbook titled Shaamanti. This is encouraging and it should become a role model for all of us who are working in education sector.” (Devaprakash A, 2012)*

The study shows that teachers are busy delivering what has been prescribed to them from the higher authorities. They do not have any say in the curriculum which they transact, neither are they creative or talented enough to redesign the curriculum as per the local requirements. Even if they attempt some innovations (like children's text books in *Kannesara*) they are not encouraged, instead they have been criticized and discouraged. Short semesters with vast coverage of syllabus put the learning of the children at the greater risk.

### **Politics of Street Bureaucracy**

The dynamics of interaction between teachers and functionaries such as CRPs in negotiating and bargaining power to control and exercise authority over available educational resources to produce the given set of educational outcomes depends on several contextual factors. These contextual factors are not completely separate from standard quality procedures set by the educational bureaucracy; they are an integral part of the system. The

‘Street Level Bureaucracy’ (Lipsky, 1969 ) has no control over any of these processes, though certain forms of participation and types of talk in school system would help them in arriving at certain strategies of control (Ball, 1987). These strategies of control in fact demolish the innovations practiced by the teachers in the local contexts. Control strategies in the local situations have been assimilated through the positional power and social capital gathered by the educational functionaries. Even though the executive orders from the higher authorities act as currency to scare the teachers to perform the proxy tasks of educational administration, social and cultural capital plays a significant role. This is further strengthened when educational practice sites such as CRC is utilised as a mediator of electoral politics. In addition, there is a clear evidence of assertion of power through the intersection of identities of being affiliated to upper caste hegemony. This power politics further aggravates due to men having situational and positional favors.

Cluster resource person comes to these schools not as an academic support functionary but as a ‘departmental postman’ with an authority to pressure; force the head teacher to provide the data and information. His ritualistic visits do not have any kind of academic significance for the teaching and student community. Weekly teachers meetings in cluster resource center (CRC) just end up in a follow up of his visits. Rarely do they also do some sharing in CRC on awards, prizes won by the students during some competitions. Most of the time it has been observed that CRC meetings have been structured to discuss the problems of confrontation between community, SDMC and teachers or else they will discuss about what syllabus they have completed till then , local holidays, funds for TLMs. They do not have time and space to discuss either on any specific topic, neither they intend to arrive at any solution to the problems they face at the school site.

Prior to *Loksabha* polls this platform was used for election campaign by sponsoring food, cold drinks, and gifts by the political parties. Local teacher union mediated the process; thus most of the time teachers act as ‘mediating actors/ brokers’ between the political parties and larger teaching community. These type of top down policy implementation strategies are endemic to local level administrative and political bargaining thus making school system to act as “ *Street level service provider*” (Lipsky 1969) .

Opinion of the teachers and HTs have some weightage and currency only if they belong to dominant castes ( *Okkaliga and Lingayath*), upper castes ( *Brahmins, Achari’s* ) etc., Hence caste identity has due weightage in teachers identity at the cluster and school level. Teachers with some innovations, new practices etc., to be discussed with the fellow

teachers, do not get a chance as they belong to '*Dalit*' community. Even women teachers also do not get chance to express their ideas due to gender bias. These type of 'intellectual untouchability' at the school and CRC level could be seen as reproduction of socio-cultural inequalities (Bourdieu, 1977) embedded in the feudal schooling system.

CRP in *Thummanahalli* teachers point out that, HTs have become mere administrative authorities than academic leaders in the school. Though one can categorise HTs work into annual, monthly, and daily etc., they cannot perform work in a systematic way. Schools are given the exhaustive Quality Monitoring Tools (QMT) from the education department and teachers are required to be prepared for the completion of QMT during second cluster level consultation meeting. These formats are very detailed and humanly not possible to compile each details asked. Teachers fail to understand how one can monitor the quality using these formats. By the time, they finish the first round of data collection; rather than reflecting on the data collected they are burdened with collecting one more set of data or information asked by the department.

### **Pseudo Decentralised Structures**

Systematic co-option efforts to create parallel institutions in 'decentralised governance framework' with the establishment of school development and monitoring committees by centralised executive order is an unintended effort by educational bureaucracy to delink *panchayats* from mandated constitutional responsibility. Unplanned fund disbursement by *Sarva Shiksha Abhiyan* and recent confusions created by 'Right To Education Act of 2009' on the roles and responsibilities of individuals, authorities, institutions etc., are seen as some of the common reasons for disfunctioning of school development and monitoring committees in most part of Karnataka. However, critical appraisal of this committee using institutional ethnography in *Mailalli* has helped to probe more on the ability of this '*pseudo decentralised structure*' in performing the roles and responsibilities prescribed to them beyond the educational bureaucracy. However, exhorting reluctant community members to take active interest in educational needs of their children demands a holistic and long-term strategy. The efforts taken by the local NGOs, community members in consultation with the teachers are worth replicating, but this cannot be a substitute for *Panchayats*.

Suboptimal and short-term solutions such as formation of SDMCs without situating them in a larger societal context is a serious mistake committed by educational bureaucracy, however situational strengthening of the SDMCs in place of *Panchayats* makes them

supplementary structures. Present SDMC structure in *Mailalli* does not owe its existence with larger PRI governance mechanism; on the other hand, PRIs see these SDMCs as a collection of voiceless parent community. SDMCs are puppets in the hands of head teacher and other higher level of educational bureaucracy. They are created as symbolic institutions representing democratic principles in school governance mechanism and help educational administrative machineries to spend resources channelised by SSA. The impact made by SDMCs is a larger question to be addressed but the mere existence of these improperly conceived pseudo-participatory structures are problematic to the educational system, as they do not indicate any sustainable structural affiliations. Rather they are situational leadership, momentary community driven strategies

The influence of teacher associations in affecting educational outcomes is an important discourse at the district and sub district levels. Qualitative enquiry into functioning of primary school teachers association in Channapatna and Shidlaghatta Taluks demonstrated the existence of ‘neo-corporate’ strategies at middle levels. Karnataka State Primary School Teachers Association (KSPSTA) is the largest ‘organised interest group’ of primary school teachers at the *taluk* and district level which influences the routine administration practices and in turn shapes the extra educational politics at the school and sub-district levels. Its actions have a larger inclination towards personal wellbeing at the cost of systemic educational goals and quality. It is largely connected with the issues of individual wellbeing of teachers such as, time bound increment in pay scale, transfer, posting, promotion, training and vacation related issues. Its ability to impact policy implementation processes and influencing curricular areas are hardly evident in its actions even after an explicit mention of such novel intentions in its constitution byelaw document of the association.

## CONCLUSION

The study demonstrated the existence of multiple innovative pedagogic, democratic practices, which are local, driven by the collaborative school leadership practices. The study discusses de-linking of micro-innovative practices with existing ‘top down’ quality governance mechanisms. The study through the analysis of ‘quality’ and ‘micropolitical’ interactional pattern signals at the stabilisation of ‘*systemic inefficiency equilibrium*’ in rural school system. This has been strategically crafted through existing educational bureaucracy which is completely feudal; school, village level institutional networks which are dominated by caste identities, and school texts which strews only stereotypical values in the minds of the

school community. Study points out that teachers are made to work and teach in a highly politicized atmosphere in schools, influenced by micro political behaviors.

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### Notes

<sup>1</sup> Micropolitics is defined as the “dynamics of interaction between and among several stakeholders in negotiating and bargaining power to control and exercise authority over available educational resources to produce given set of educational outcomes and quality of education in schools.” Alternative names Interpersonal Politics, School Site Politics, Power Relations, Small Organizational Politics

<sup>2</sup> At the micro level quality is defined with respect to (i) process indicators such as enabling and facilitating management and pedagogic practices, teacher and student engagement, effective utilization of school and community resources-both material and human resources. (ii) Pupils’ performance based on achievement tests. In both macro and micro indicators, efficacy and equity assumed centrality.

<sup>3</sup> Chapter III in the duties of appropriate government and local authorities, 9(4) ensures for the good quality of elementary education conforming to the standards and norms specified in the schedule; section 19 & 25 mentions about some of the norms and standards relating to number of teachers, building standards, number of instructional days of school, working hours per week for teachers, library facilities, play materials and games facilities at the school.

<sup>4</sup> identifying the extremes or poles of some characteristic and then selecting cases representing these extremes for an in-depth examination

<sup>5</sup> Education Development Index is composite index comprising of access, infrastructure, teachers and outcome indicators prepared by Karnataka education department in order to facilitate the process of educational planning in the state.

<sup>6</sup> as described by Bourdieu (1986), Objectified state refers to the cultural capital at the community levels in the form of cultural goods such as pictures, paintings and physical spaces which are trace or realization of theories or critiques of these theories, ideologies and problematics.



# Effectiveness of Mass Media in Agricultural Communication

M.S. SAPNA  
NAVEENA .N

## Abstract

*Mass media helps administrators and policy makers expand their audience reach, which is crucial considering the fact that face-to-face channels of communication often require abundant human resources to reach masses in rural areas. Agriculture communication is the process of communicating agriculture related information to the stakeholders of agriculture activities. The study reveals that oral communication channel plays a major role in providing information to the rural respondents vis-à-vis mass media channels. Majority of development schemes have reached stakeholders through oral communication than mass media, says the study. It may be inferred that oral communication channels are the major source of information in agricultural communication to the extent of creating awareness about development oriented programmes of the government.*

**Keywords;** Agriculture communication, mass media, oral communication, development programmes

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## INTRODUCTION

Agriculture development is the primary concern of a developing country. Central, state and local governments allocate funds for the enhancement of people who depend on agriculture for livelihood. Agriculture development depends on the programmes, schemes and projects that bring about the development in villages. The demand for information about services has grown. Mass media plays a vital role as the link between government or service providers, advertisement producers and the farm community authorities to educate and entrust the media with essential development information, which is disseminated to the farmers in readily accessible formats through a variety of media channels. Mass media helps administrators and policy makers expand

their audience reach, which is crucial considering the fact that face-to-face channels of communication often require abundant human resources to reach masses in rural areas.

Reaching out to the beneficiaries of agriculture development programmes has become a challenging task for the policy makers and administrators. Studies have endorsed the potential of public service advertisements in the form of print, sound, motion pictures to effectively reach and persuade target audience to adopt new behaviors, or to remind them of critical information. Public service advertising has been serving as a mechanism for social change and economic growth over the years. It has been instrumental in creating awareness amongst masses on socio-economic themes, seeking their participation in developmental activities and eradication of poverty and social evils.

### **Mass Media and Public Service Advertising**

Mass media such as print (newspaper, magazines, direct mail etc), Broadcast and Electronic (radio, television, cinema, online, audio-visual, cellphone etc), outdoor media (billboards, hoardings, posters etc), Indoor displays, traditional media (folk theatre, folk songs, folk dance, magic shows, puppet shows) and inter-personal communication channels contribute as effective tools in the process of agriculture communication.

A public service announcement or advertisement is a message in public interest communicated by the media paid or free with the purpose of creating awareness and to effect behavioral and attitudinal change among people. "The newest term for public service advertising is development advertising. These type of advertisements focus on social issues such as family planning, national integration, population, care for aged and disabled, cautious driving, campaigns against alcohol, drugs and smoking. The primary purpose of PSAs is educating people through hard-hitting messages. These advertisements do not sell product and services but ideas and messages." (Keval J Kumar, 1994)

Agriculture communication is the process of communicating agriculture related information to the stakeholders of agriculture activities. Access to information and improved communication is a crucial requirement for sustainable agricultural development. Modern communication technologies when applied to conditions in rural areas can help to improve communication, increase participation, disseminate information, and share knowledge and skills. Mass media plays an important role in the process. The challenge is not only to improve the

accessibility of communication technology to the rural population but also to improve its relevance in local development. Agricultural Machinery, Agronomy, Animal Science, Biotechnology, Cytogenetic, Dairy Science, Food Science and Technology, Forestry, Horticulture, Irrigation, Plant Breeding, Plant Microbiology, Plant Nutrition, Plant Pathology, Poultry, and Soil Sciences are the subjects for development in the field of agriculture.

## LITERATURE REVIEW

Chaurasiya & Sharma (2014) delineate that farmers need high information about production technology and also landholding, annual income, social participation, risk preference, farming experience, utilisation of different source of information, knowledge and adoption behaviour. Chhachhar (2012) analysed the perceptions on the role of television in dissemination of agricultural information among farmers. The study revealed that the role of television is very low in the study area. There is need to produce more agricultural related programs on television and telecast on appropriate time where farmer can get benefit from television programmes.

Farooq (2007) assessed the role of print media in agricultural technology transfer. The result depicts that fellow farmers and print media were the sources of agricultural information of all the respondents. However, based on the rating of various information sources by respondents with respect to their contribution in the dissemination of agricultural information the print media got 3<sup>rd</sup> position after fellow farmers and television. The most used form of print media for agricultural information was pamphlets followed by posters, newspapers, books / booklets, magazines and journals. Irfan *et al.*, (2006) investigated the role of mass media in the dissemination of agricultural technologies among the ultimate users - the farmers. This shows that majority of the respondents gave first preference to television, one fourth of them gave second preference to radio, and a few gave third preference to print media as source of agricultural information. A vast majority of the respondents did not listen/ watch agricultural radio/TV broadcasts regularly or occasionally.

## RESEARCH METHODOLOGY

Research on media and development communication, especially importance of Public Service advertisements in development communication is a subject of great relevance to the society; it provides new perspective for implications as a strong communication technique. The

study was conducted in Karnataka state. In each revenue division, one particular district was selected based on stratified random sampling. *Taluk, Gram Panchayat* (GP) and villages were also stratified for the study purpose. Altogether 400 respondents were selected from these four revenue divisions. The primary data was analysed based on certain standardized statistical tests like descriptive statistics which include-frequency and percentage analysis, graphical representation, Chi-square test and Cramer's V. All statistical tests were carried out through the Statistical Package for Social Science (SPSS-version 20).

## OBJECTIVES

- To study the mass media exposure among respondent farmers;
- To analyse the awareness of agriculture development schemes and programs among farmers;
- To study the source of information of agriculture development schemes and programmes;

## DATA ANALYSIS AND DISCUSSION

Table 1: Exposure of Mass Media among Respondents

Mass Media		Tumkur	Kalaburgi	Chamarajanagar	Uttara kannada	Total	Test statistics
Newspaper	F	53	41	53	30	177	X <sup>2</sup> =5.29; p=.021
	%	53.0%	41.0%	53.0%	30.0%	44.2%	CV=.193; p=.002
Magazine	F	13	9	20	6	48	X <sup>2</sup> =231.04; p=.000
	%	13.0%	9.0%	20.0%	6.0%	12.0%	CV=.161; p=.015
Radio	F	20	12	38	4	74	X <sup>2</sup> =158.76; p=.000
	%	20.0%	12.0%	38.0%	4.0%	18.5%	CV=.324; p=.000
Television	F	96	90	96	93	375	X <sup>2</sup> =306.25; p=.000
	%	96.0%	90.0%	96.0%	93.0%	93.8%	CV=.103; p=.238
Cinema	F	28	18	49	12	107	X <sup>2</sup> =86.49; p=.000
	%	28.0%	18.0%	49.0%	12.0%	26.8%	CV=.318; p=.000
Online media	F	16	11	14	12	53	X <sup>2</sup> =216.09; p=.000
	%	16.0%	11.0%	14.0%	12.0%	13.2%	CV=.057; p=.733
Social media	F	12	8	8	7	35	X <sup>2</sup> =272.25; p=.000
	%	12.0%	8.0%	8.0%	7.0%	8.8%	CV=.068; p=.605
Mobile	F	77	61	78	81	297	X <sup>2</sup> =94.09; p=.000

	%	77.0%	61.0%	78.0%	81.0%	74.2%	CV=.178;p=.005
AV vans/ video van	F	40	8	38	0	86	X <sup>2</sup> =129.96;p=.000
	%	40.0%	8.0%	38.0%	0.0%	21.5%	CV=.432;p=.000

Table 1 shows that the mass media exposure among rural people with respect to Television and Mobile is high whereas it is moderate in case of Newspaper and low in Magazine, Radio, Cinema, online media, Social media and mobile audio-visual publicity van. Chi-square test reveals that there is a significant difference between groups of frequencies of all mass media channels. Significant association was observed in all mass media channels except Television ( $CV=.103$ ;  $p=.238$ ), Online media ( $CV=.057$ ;  $p=.733$ ) and Social media ( $CV=.068$ ;  $p=.605$ ). In addition, it is observed that, mass media channels viz., Television is high and Magazine, Online media and Social media are low exposure channels in all districts. However, with Newspaper, Tumkur, Kalaburgi and Chamarajanagar districts have moderate exposure and Uttara Kannada district has low exposure. With Radio and Cinema, Tumkur, Kalaburgi and Uttara Kannada districts have low and Chamarajanagar district has moderate exposure. With Mobile phones, Tumkur, Chamarajanagar and Uttara Kannada districts have high and Kalaburgi district has moderate exposure. Tumkur and Chamarajanagar districts have moderate, Kalaburgi district is low and Uttara Kannada district has no exposure with AV-van.

Figure 1: Exposure with Mass Media among Respondents

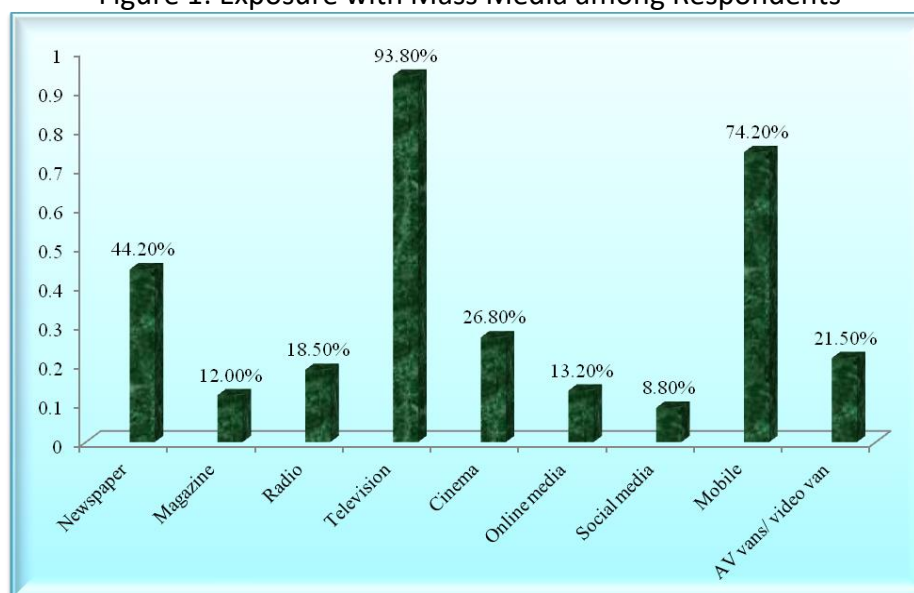


Table 2: Awareness about Agriculture Development Schemes and Services among Rural People

Agriculture Schemes		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagara	Uttara Kannada	
<i>Krishi Bhagya Yojana (KBY)</i>	F	32	35	32	19	118
	%	32.0%	35.0%	32.0%	19.0%	29.5%
Test statistics		$X^2 = 67.24; p = .000$ $CV = .136; p = .061$				
<i>Ganga Kalyana Yojana (GKY)</i>	F	81	33	42	44	200
	%	81.0%	33.0%	42.0%	44.0%	50.0%
Test statistics		$X^2 = .000; p = 1.00$ $CV = .367; p = .000$				
<i>National Horticulture Mission Yojana (NHMY)</i>	F	64	26	16	31	137
	%	64.0%	26.0%	16.0%	31.0%	34.2%
Test statistics		$X^2 = 39.69; p = .000$ $CV = .379; p = .000$				
<i>Krishi Utshav / Abhiyan (KU/A)</i>	F	63	39	38	59	199
	%	63.0%	39.0%	38.0%	59.0%	49.8%
Test statistics		$X^2 = .01; p = .920$ $CV = .227; p = .000$				
<i>Bhoochetana Yojana (BCY)</i>	F	65	65	33	85	248
	%	65.0%	65.0%	33.0%	85.0%	62.0%
Test statistics		$X^2 = 23.04; p = .000$ $CV = .384; p = .000$				

In the case of KBY out of 400 respondents only 118 (29.5%) of them were aware and large majority (70.5%) of them were unaware. Chi-square test reveals a significant difference between groups of frequencies ( $X^2 = 67.24; p = .000$ ) indicating that majority of the sample were not aware of the scheme. When awareness regarding KBY has verified across 4 districts a non significant association was observed ( $CV = .136; p = .061$ ) indicating similarities among all districts.

In the scheme of GKY out of 400 respondents 200 (50%) of them were aware and remaining 50% of them were unaware. Chi-square test reveals a non significant difference between groups of frequencies ( $X^2 = .000; p = 1.00$ ) indicating that the level of awareness and unawareness among respondents is equal in the scheme. When awareness regarding GKY was verified across 4 districts a non significant difference was observed ( $CV = .136; p = .061$ ) indicating high in Tumkur and similarities in remaining districts.

In the program of NHMY only 137 (34.2%) of them were aware and remaining 65.8% of them were unaware. Chi-square test reveals a significant difference between groups of frequencies ( $X^2 = 39.69; p = .000$ ) indicating that majority of the sample were not aware of the

scheme. When awareness regarding NHMY was verified across 4 districts a significant difference was observed ( $CV=.379$ ;  $p=.000$ ) indicating moderate in Tumkur and similarities in remaining districts regarding least awareness.

In the case of KU/A out of 400 respondents only 199 (49.8%) of them were aware and majority of 50.2% of them were unaware. Chi-square test reveals a non significant difference between groups of frequencies ( $X^2=.01$ ;  $p=.920$ ) indicating that majority of the sample were not aware of the scheme. When awareness regarding KU was verified across 4 districts significant association was observed ( $CV=.227$ ;  $p=.000$ ) indicating similarities of awareness in middle range in all districts.

In the scheme of BCY, majority of the respondents 248 (62%) of them were aware and remaining 38 % of them were unaware. Chi-square test reveals a significant difference between groups of frequencies ( $X^2=23.04$ ;  $p=.000$ ) indicating that majority of the sample were aware of the scheme. When awareness regarding BCY was verified across 4 districts, a significant difference was observed ( $CV=.384$ ;  $p=.000$ ) indicating high awareness in Uttara Kannada and least in Chamarajanagars districts and similarities in remaining districts.

Table 3: Source of Information for *Krishi Bhagya Yojana*

<i>Krishi Bhagya Yojana</i>		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagara	Uttara Kannada	
Oral communication	F	27	32	31	14	104
	%	27.0%	32.0%	31.0%	14.0%	26.0%
Test statistics		$X^2=92.16$ ; $p=.000$ $CV=.164$ ; $p=.013$				
Publications media	F	5	5	0	7	17
	%	5.0%	5.0%	.0%	7.0%	4.3%
Test statistics		$X^2=334.89$ ; $p=.000$ $CV=.128$ ; $p=.087$				
Newspaper	F	5	4	14	2	25
	%	5.0%	4.0%	14.0%	2.0%	6.3%
Test statistics		$X^2=306.25$ ; $p=.000$ $CV=.190$ ; $p=.002$				
Radio	F	4	0	4	0	8
	%	4.0%	.0%	4.0%	.0%	2.0%
Test statistics		$X^2=368.64$ ; $p=.000$ $CV=.143$ ; $p=.043$				
Television	F	2	0	7	3	12
	%	2.0%	.0%	7.0%	3.0%	3.0%
Test statistics		$X^2=353.44$ ; $p=.000$ $CV=.149$ ; $p=.030$				
Outdoor advertisements	F	4	1	5	2	12
	%	4.0%	1.0%	5.0%	2.0%	3.0%
Test statistics		$X^2=353.44$ ; $p=.000$ $CV=.093$ ; $p=.329$				
AV-van	F	1	0	0	0	1
	%	1.0%	0.0%	0.0%	0.0%	0.3%
Test statistics		$X^2=396.01$ ; $p=.000$ $CV=.087$ ; $p=.390$				



Institutional activities	F	0	3	1	0	4
	%	0.0%	3.0%	1.0%	0.0%	1.0%
Test statistics		$\chi^2=384.16; p=.000$ CV=.123 ; p=.109				
Extensive media	F	0	1	0	0	1
	%	0.0%	1.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01; p=.000$ CV=.087 ; p=.390				

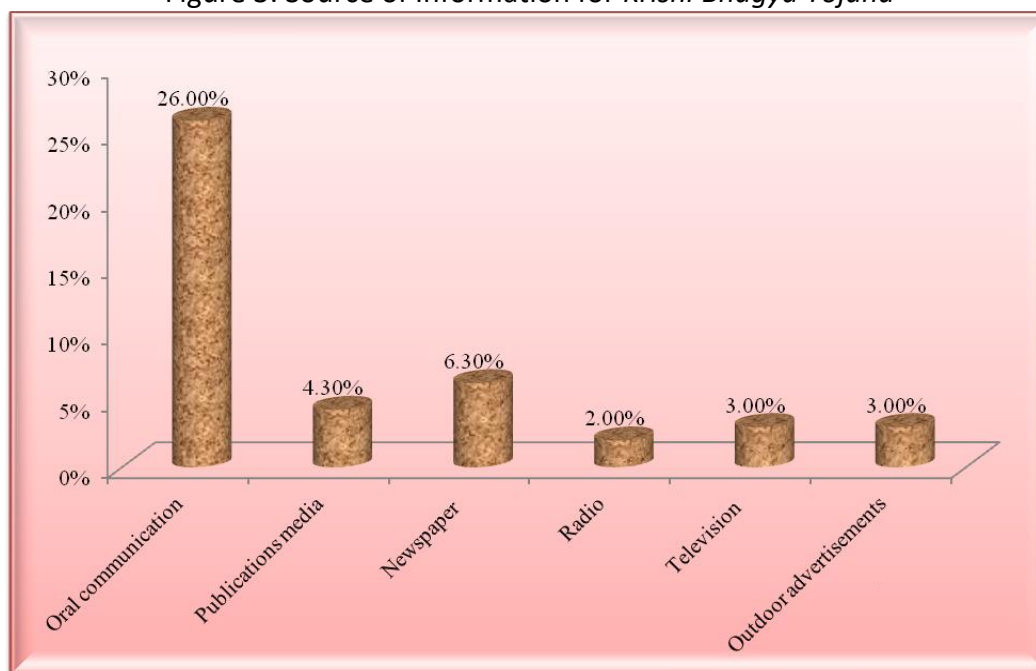
Figure 3: Source of Information for *Krishi Bhagya Yojana*

Table 3 shows that, oral communication channels are the major source of information in the awareness of *Krishi Bhagya Yojana* (26%) and a significant association was observed in all the districts (CV=.164;  $p=.013$ ). Newspaper, Radio, Television, Outdoor Advertisement, audio-visual van, Institutional Activities and extensive media contribute less to provide information regarding this scheme. Chi- Square Test reveals that there is a significant difference between groups of frequencies of all channels.

Table 4: Source of Information for *Gangakalyana Yojana*

Gangakalyana Yojana		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagara	Uttara Kannada	
Oral communication	F	60	28	35	31	154
	%	60.0%	28.0%	35.0%	31.0%	38.5%
Test statistics		$\chi^2=21.16; p=.000$ CV=.260 ; p=.000				
Publications media	F	1	2	2	1	6
	%	1.0%	2.0%	2.0%	1.0%	1.5%

Test statistics		$\chi^2=376.36$ ; $p=.000$ $CV=.041$ ; $p=.879$				
Newspaper	F	10	2	4	3	19
	%	10.0%	2.0%	4.0%	3.0%	4.8%
Test statistics		$\chi^2=327.61$ ; $p=.000$ $CV=.146$ ; $p=.036$				
Radio	F	5	0	1	2	8
	%	5.0%	0.0%	1.0%	2.0%	2.0%
Test statistics		$\chi^2=368.64$ ; $p=.000$ $CV=.134$ ; $p=.067$				
Television	F	2	1	0	4	7
	%	2.0%	1.0%	0.0%	4.0%	1.8%
Test statistics		$\chi^2=372.49$ ; $p=.000$ $CV=.113$ ; $p=.165$				
Outdoor advertisements	F	0	1	2	5	8
	%	0.0%	1.0%	2.0%	5.0%	2.0%
Test statistics		$\chi^2=368.64$ ; $p=.000$ $CV=.134$ ; $p=.067$				
Institutional	F	3	0	0	0	3
	%	3.0%	0.0%	0.0%	0.0%	0.8%
Test statistics		$\chi^2=388.09$ ; $p=.000$ $CV=.151$ ; $p=.028$				
Other	F	1	0	0	0	1
	%	1.0%	0.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01$ ; $p=.000$ $CV=.087$ ; $p=.390$				

Table 4 reveals sources of information for *Ganga Kalyana Yojana*. In this case oral communication channel plays a major role to provide information to the rural people (38.5%). In addition, a significant association was observed in all districts ( $CV=.260$ ;  $p=.000$ ). Newspaper, Radio, Television, Outdoor Advertisement, Institutional Activities and others contribute less to provide information regarding this scheme. Chi- Square test reveals that there is a significant difference between groups of frequencies in all channels.

Table 5: Source of Information for National Horticulture Mission Yojana

National Horticulture Mission Yojana		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagar	Uttara kannada	
Oral communication	F	60	25	13	19	117
	%	60.0%	25.0%	13.0%	19.0%	29.3%
Test statistics		$\chi^2=68.89$ ; $p=.000$ $CV=.401$ ; $p=.000$				
Publications media	F	1	2	1	4	8
	%	1.0%	2.0%	1.0%	4.0%	2.0%
Test statistics		$\chi^2=368.64$ ; $p=.000$ $CV=.087$ ; $p=.382$				
Newspaper	F	2	2	2	4	10
	%	2.0%	2.0%	2.0%	4.0%	2.5%
Test statistics		$\chi^2=361.00$ ; $p=.000$ $CV=.055$ ; $p=.746$				
Radio	F	1	1	0	1	3
	%	1.0%	1.0%	0.0%	1.0%	0.8%
Test statistics		$\chi^2=388.09$ ; $p=.000$ $CV=.050$ ; $p=.799$				

Television	F	1	0	1	7	9
	%	1.0%	0.0%	1.0%	7.0%	2.3%
Test statistics		$\chi^2=364.81; p=.000$ CV=.187 ; p=.003				
Outdoor advertisements	F	0	0	0	3	3
	%	0.0%	0.0%	0.0%	3.0%	0.8%
Test statistics		$\chi^2=388.09; p=.000$ CV=.151 ; p=.028				
Institutional activities	F	1	0	0	0	1
	%	1.0%	0.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01; p=.000$ CV=.087 ; p=.390				
Other	F	1	0	0	0	1
	%	1.0%	0.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01; p=.000$ CV=.087 ; p=.390				

The above table shows that, oral communication channels are the major source of information for awareness of National Horticulture Mission *Yojana* (29.35%) and a significant association was observed in all districts (CV=.401;  $p=.000$ ). Newspaper, Radio, Television, Outdoor Advertisements, Institutional Activities, and others were low to provide information regarding this scheme. Chi- Square Test reveals that there is a significant difference between groups of frequencies in all the channels.

Table 6: Source of Information for *Krishi Utsav/ Abhiyana*

<i>Krishi utsav/ abhiyana</i>		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagar	Uttara kannada	
Oral communication	F	54	33	28	42	157
	%	54.0%	33.0%	28.0%	42.0%	39.3%
Test statistics		$\chi^2=18.49; p=.000$ CV=.202 ; p=.001				
Folk media	F	0	1	0	0	1
	%	0.0%	1.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01; p=.000$ CV=.087 ; p=.390				
Publications media	F	2	11	2	1	16
	%	2.0%	11.0%	2.0%	1.0%	4.0%
Test statistics		$\chi^2=338.56; p=.000$ CV=.207 ; p=.001				
Newspaper	F	9	3	11	7	30
	%	9.0%	3.0%	11.0%	7.0%	7.5%
Test statistics		$\chi^2=289.00; p=.000$ CV=.112 ; p=.169				
Radio	F	2	1	1	0	4
	%	2.0%	1.0%	1.0%	0.0%	1.0%
Test statistics		$\chi^2=384.16; p=.000$ CV=.071 ; p=.568				
Television	F	0	0	2	6	8
	%	0.0%	0.0%	2.0%	6.0%	2.0%
Test statistics		$\chi^2=368.64; p=.000$ CV=.175 ; p=.007				
Outdoor advertisements	F	4	1	5	2	12
	%	4.0%	1.0%	5.0%	2.0%	3.0%

Test statistics		$\chi^2=353.44; p=.000$ CV=.093 ; p=.329				
AV-van	F	2	0	0	0	2
	%	2.0%	0.0%	0.0%	0.0%	0.5%
Test statistics		$\chi^2=392.04; p=.000$ CV=.123 ; p=.110				
Institutional activities	F	1	4	2	2	9
	%	1.0%	4.0%	2.0%	2.0%	2.3%
Test statistics		$\chi^2=364.81; p=.000$ CV=.073 ; p=.540				
Others	F	0	1	0	0	1
	%	0.0%	1.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01; p=.000$ CV=.087 ; p=.390				

Table 6 reveals sources of information for *Krishi Utsav/ Abhiyana*. In this case oral communication channel plays a major role to provide information to the rural beneficiaries (39.3%). In addition, significant association was observed in all districts (CV=.202;  $p=.001$ ). Moreover, Folk Media (3%), Publication Media (4%), Newspaper (7.5%), Radio (1%), Television (2%), Outdoor Advertisement (3%), AV-van (5%), Institutional Activities (2.3%) and other (3%) have less contribution in providing information regarding this scheme. Chi- Square Test reveals that there is a significant difference between groups of frequencies of all the above channels.

Table 7: Source of Information for *Bhoochethana Yojana*

<i>Bhoochethana yojana</i>		Districts				Total
		Tumkur	Kalaburgi	Chamarajanagar	Uttara kannada	
Oral communication	F	41	57	17	41	156
	%	41.0%	57.0%	17.0%	41.0%	39.0%
Test statistics		$\chi^2=19.36; p=.000$ CV=.293 ; p=.000				
Publications media	F	7	7	0	9	23
	%	7.0%	7.0%	0.0%	9.0%	5.8%
Test statistics		$\chi^2=313.29; p=.000$ CV=.147 ; p=.035				
Newspaper	F	8	5	9	7	29
	%	8.0%	5.0%	9.0%	7.0%	7.3%
Test statistics		$\chi^2=292.41; p=.000$ CV=.057 ; p=.729				
Radio	F	4	0	2	3	9
	%	4.0%	0.0%	2.0%	3.0%	2.3%
Test statistics		$\chi^2=364.81; p=.000$ CV=.100 ; p=.264				
Television	F	1	1	5	12	19
	%	1.0%	1.0%	5.0%	12.0%	4.8%
Test statistics		$\chi^2=327.61; p=.000$ CV=.211 ; p=.000				
Film theater	F	0	0	2	0	2
	%	0.0%	0.0%	2.0%	0.0%	0.5%
Test statistics		$\chi^2=392.04; p=.000$ CV=.123 ; p=.110				
Outdoor advertisements	F	28	10	17	40	95
	%	28.0%	10.0%	17.0%	40.0%	23.8%

Test statistics		$\chi^2=110.25$ ; $p=.000$ $CV=.267$ ; $p=.000$				
Online media	F	0	0	0	1	1
	%	0.0%	0.0%	0.0%	1.0%	0.3%
Test statistics		$\chi^2=396.01$ ; $p=.000$ $CV=.087$ ; $p=.390$				
AV-van	F	1	0	0	0	1
	%	1.0%	0.0%	0.0%	0.0%	0.3%
Test statistics		$\chi^2=396.01$ ; $p=.000$ $CV=.087$ ; $p=.390$				
Institutional activities	F	3	2	0	0	5
	%	3.0%	2.0%	0.0%	0.0%	1.3%
Test statistics		$\chi^2=380.25$ ; $p=.000$ $CV=.117$ ; $p=.141$				

Table 7 reveals sources of information for *Bhoochethana Yojana*. In this case oral communication channel plays a major role in providing information to the rural respondents (39.0%). In addition, significant association was observed in all districts ( $CV=.293$ ;  $p=.000$ ). Moreover, Publication Media, Newspaper, Radio, Television, Film Theater, Outdoor Advertisement, Online Media, AV-Van and Institutional Activities contribute less in providing information regarding the scheme. Chi- Square Test reveals that there is a significant difference between groups of frequencies of all above channels.

## CONCLUSION

Communication media is known as an effective tool for development even in agriculture. The challenge for policy makers and administrators is to find an effective media, strengthen it, and make it accessible to the farmers. The study reveals that oral communication channel plays a major role in providing information to the rural respondents vis-à-vis mass media channels. Majority of development schemes have reached stakeholders through oral communication than mass media, says the study. It may be inferred that oral communication channels are the major source of information in agricultural communication to the extent of creating awareness about development oriented programmes of the government.

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# Print Media Diffusion in Bengaluru District

N.USHA RANI

## Abstract

*The Indian Media and Entertainment Industry are worth Rs.1,026 billion with a growth rate of 11.7% as on 2014. In the newspaper industry, reader is the king and nobody can afford to ignore the reach. Circulation is the lifeblood of newspapers and magazines. The economy of print media fundamentally depends on circulation. The growth is attributed to sustained progress by the language press, increase in the rate of literacy in general and female literacy in particular. This paper analyses the diffusion of Kannada and English Language press in Bengaluru district to investigate the reach and access of press in Karnataka state. The analysis of circulation of Kannada press makes interesting revelations. New entrants in the industry have gained high circulation relegating traditional giants in the background. In Kannada press, Vijayavani started in 2013 has established a big lead over conventional papers like Prajavani and Vijaya Karnataka with a whopping circulation of 7,91,837 (Jan-June 2016- ABC) claims 128 percent growth in three years establishing itself as the largest circulated newspaper since 2013.*

**Keywords;** Media diffusion, Circulation, Readership, Regional newspapers

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## INTRODUCTION

Today the world press is in jeopardy where the newspapers are heavily losing circulation in US and Europe markets. Newspapers which have a greater burden of competing with television news and social media have evolved unique strategies to stay in the industry. Increased research has contributed to the change in the designing and presentation of newspapers. Newspapers including local tabloid dailies have got rid of their traditional look and have taken to modern, glossy, and colourful appearance with front page attired in multiple jackets of advertisements. There has been increase in advertising revenue with the introduction of new editions and Jacket advertisements nick named as ‘Battle of Jackets’ which are in the form of full front page advertisements and ushering new retail advertising.

The print media market touched a turnover of Rs.263 billion in 2014 heralding the arrival of neo print advertisements competing with ads from other media devices. Television, Film,



Music and New Media have contributed to the growth of Indian media industry by leaps and bounds and has shown opportunities for further expansion. The government of India has increased FDI– Foreign Direct Investment in media to 26% in news and current affairs and 100% in non-news media like trade publications and general entertainment channel opening the flood gates to foreign owned media into Indian market. Indian media is poised to achieve tremendous growth by 2018 overtaking US market. Print media in India is investing more on research expertise to reach out to the customers. For instance, newspapers are targeting rural markets and second tier cities besides developing strategies to attract retail marketing.

In 2013-14, print media in India was supported by technology sector led by mobile and TV products rather than FMCG, causing fundamental shift in adverting. In the newspaper industry, reader is the king and nobody can afford to ignore the reach. Circulation is the lifeblood of newspapers and magazines. The economy of print media fundamentally depends on circulation. The number of copies circulated measures the success of the newspaper. Dip in circulation is alarming and wakes up the editor and the management to take measures to check fall in readership. Circulation is linked to advertising, as both are two sides of the same coin. Subscription revenue alone cannot fully support cost of newspaper production compelling newspapers to depend on adverting revenue.

Worldwide, advertisers heavily depend on ABC figures to keep abreast of circulation of newspapers and magazines for media planning. Field workers of ABC personally visit newspaper offices, inspect the newspaper plant, and conduct the audit by literally counting the copies printed and sold by checking files, bills and related account documents. The ABC certificates are therefore held in high esteem because of their foolproof auditing mechanism all over the world. Over 80% of circulation of world Press is certified by ABC and therefore it emerges as a market leader in measuring the circulation of newspapers and periodicals. On one hand, it guides the newspapers and periodicals to fix the advertising rates and on the other, it helps advertising agencies in media selection.

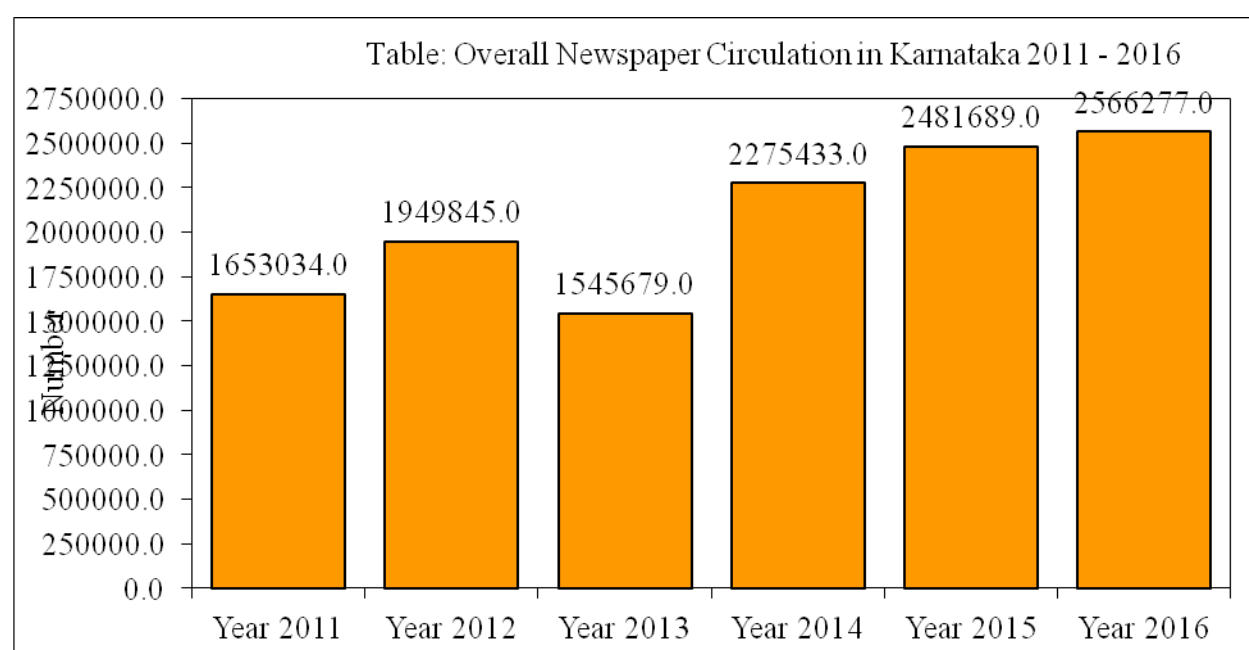
Today, the rapid expansion of newspapers has created demand for monitoring readership 24x7 instead of conventional annual surveys. The Indian Media and Entertainment Industry are worth Rs.1,026 billion with a growth rate of 11.7% as on 2014. It has a tremendous potential to reach a growth rate of 13% and a turnover of Rs.1964 billion by 2018 (KPMG Analysis). The growth is attributed to sustained progress by the language press, increase in the rate of literacy in

general and female literacy in particular, the establishment of *Panchayati Raj* Institutions that ushered in people's governance at grassroots level, and increase in competition. Post liberalization has seen transformation in Indian print media. It has become innovative with potential to overcome the competition posed by new media devices like social media, mobile and digital television.

This paper analyses the diffusion of Kannada and English Language press in Bengaluru district to investigate the reach and access of press in Karnataka state.

### Kannada Press in Karnataka

Fig 1 Kannada Newspaper Circulation in Karnataka 2011-2016



Source: Estimate based on ABC

Table 1 Kannada Major Dailies Circulation 2016

Newspaper	Circulation
<i>Vijayavani</i>	7,91,837
Vijaya Karnataka	6,85,001
<i>Prajavani</i>	5,27,309
<i>Udayavani</i>	3,01,316
<i>Kannada Prabha</i>	1,28,020
<i>Samyukta Karnataka</i>	89,693
<i>Vishwavani</i>	74,924

Source: ABC

The analysis of circulation of Kannada press makes interesting revelations. New entrants in the industry have gained high circulation relegating traditional giants in the background. In Kannada press, *Vijayavani* started in 2013 has established a big lead over conventional papers like *Prajavani* and *Vijaya Karnataka* with a whopping circulation of 7,91,837 (Jan-June 2016-ABC) claims 128 percent growth in three years establishes itself as the largest circulated newspaper since 2013.

Table 2

<b><i>Vijayavani</i> – Largest Circulated Kannada Daily</b>		
Place	Circulation	
Year	2016	2014
Bangalore	2,50,242	2,17,964
Hubli	1,03,557	82,990
Mysuru	82,507	84,348
Gangavati	62,870	49,840
Kalaburagia	57,506	48,359
Vijayapura	52,904	42,101
Belagavi	51,401	39,350
Chitradurga	49,221	44,438
Mangalore	42,907	40,021
Shivamogga	38,722	32,929
<b>Total</b>	<b>7,91,837</b>	<b>6,82,340</b>

Source: ABC

The total combined circulation of major 7 Kannada dailies is 29.04 lakh whereas the total circulation of a single Malayalam newspaper, *Malayala Manorama*, of Kerala has 23.72 lakhs. Telugu daily, *Eenadu* has over 18.41 lakhs and Tamil daily, *Daily Thanthi* has over 17.14 lakh circulation. Comparatively, Kannada press cannot be compared with vibrant language press in Kerala, Tamil Nadu and Andhra Pradesh. (ABC), Marathi daily *Sakal* has 12.81 lakh and Bengali newspaper, *Ananda Bazar Patrika* has 11.15 lakh circulation whereas Hindi daily, *Dainik Bhaskar* with a circulation of 38.12 lakh is the largest circulated language newspaper in India. No Kannada daily has at point of time in history has attained over 10 lakh circulation speaks volumes about low diffusion in the entire state. Share of circulation of Kannada press IN 2016 is only 5 percent in national circulation whereas it is 39 percent (Hindi), 17 percent (English), 10 percent (Malayalam), 7 percent (Tamil), 6 percent (Telugu, Marathi, Bengali) and 4 percent (others). In comparative analysis of circulation share of Kannada dailies between 2004-2014 indicate that there is moderate increase from 2.07 percent in 2004 to 4 percent in 2014

establishing the improvement in readership. There is 1 percent increase in 2016 but comparatively lower than other languages.

In 2016 three dailies *Vijayavani*, *Vijaya Karnataka* and *Prajavani* have more than 5 lakh circulation and two other major dailies like *Udayavani* and *Kannada Prabha* have more than 3 lakh and 1 lakh circulation. Traditional media institutions like Samyukta Karnataka owned by reputed Loka Shikshana Trust founded by freedom fighters of India as part of national movement established in 1933 in pre independent period has earned the tag of North Karnataka paper and has not succeeded in making inroads in Southern part of Karnataka and in old Mysuru region. The circulation of this paper has declined and has failed to withstand the competition posed by Hubli based post liberalization paper, *Vijaya Karnataka*. Perhaps the emergence of *Vijaya Karnataka* proved death knell for prominent dailies of Karnataka and overtook *Prajavani* which reigned the top slot in readership for over five decades. A non journalist *Vijaya Sankeshwar*, a Hubli based politician and transport entrepreneur was responsible for changing the fortunes of Kannada Press by starting *Vijaya Karnataka* that became household name in Karnataka and the first newspaper to cross 6 lakh circulation and increasing readership profile in the state. *Vijaya Sankeshwar* sold this paper to Bennett Coleman & Co. Ltd but started one more newspaper *Vijayavani* in 2013 and is the first ever paper to cross 7 lakh circulation in the history of Kannada press and in 2016 is the largest circulated paper in the state.

Both *Vijaya Karnataka* and *Vijayavani* are instrumental in increasing readership of Kannada press not only in metro cities but also in towns. *Prajavani* despite being dislodged from numero uno position has consistently maintained high circulation and quality of journalism and shuttles between 2<sup>nd</sup> and 3<sup>rd</sup> position in highest circulation.

### **English Press in Karnataka State**

Karnataka is the home of oldest regional English daily, *Deccan Herald* published from Printers (Mysuru) Pvt.Ltd in Bengaluru that has group of publications including prominent daily *Prajavani* and a host of popular Kannada magazines. The *Deccan Herald* was the largest circulated English daily in Karnataka prior to the invasion of circulation territory by the *Times of India* in early 1990s.

The trend analysis of *Deccan Herald* between 2011-2016 indicates an increase since 2014, the Indian election year. In 2016 the paper has reached highest circulation of the period

with 2.86 lakh. It is consistently reaching over 2.2 lakh readers since 2011. It is a multi edition paper with editions in Bangalore, Mysuru (14957), Davanagere (4717), Kalaburagia (7911), Hubli (28,992) and Mangalore (14,729). Bengaluruedition has the largest circulation in Karnataka with over 1.84 lakh (2016) copies.

The Times of India, the largest multi edition English daily with 27.31 lakh (2016) has invaded Karnataka with editions of Bangalore, Hubli, Mangalore and Mysuru. The total circulation in Karnataka is 4.94 lakh (2016) which is the largest of any English newspaper in the state. However, 90 percent of its circulation is confined to Bengaluruedition with 4.61 lakh copies followed by Mysuru (11,573), Mangalore (10,565) and Hubli (10,331) editions. Interestingly, the ToI circulation has seen increase at national level but has declined in Karnataka. Since 2011, ToI has circulation of over 5 lakhs but has declined to 4.94 lakhs in 2016. The highest circulation of ToI in Karnataka was in July- Dec 2014, the election year of 14<sup>th</sup> Lok Sabha.

The Hindu from Chennai has South Indian identity is pre independent (September 20,1878) English daily owned by Kasturi & Sons has a wide circulation base in Karnataka. A multi edition paper, it publishes Bangalore, Hubli and Mangalore editions. In 2016, its national circulation reached 14.58 lakhs and its reach in Karnataka is higher than Deccan Herald with 2,51,162 copies (2016). Its Bengaluruedition sells highest copies (2.22 lakh) followed by Mangalore (14,871) and Hubli (13,588) editions. The Hindu has grown in popularity in Karnataka state since 2011 when it had less than 1 lakh circulation established its readership base with a circulation of over 1.45 lakhs. Since 2014, Karnataka circulation of The Hindu has been on the rise and in 2016 has reached its highest (2.22 lakhs) and its Bengaluruedition has high reach than that of Deccan Herald and has contributed to the growth of English press in the state. The New Indian Express publishes from Karnataka with multi editions in Bangalore, Belagavi and Shivamogga. The paper has seen decline in its national circulation with 2.57 lakhs (2016) from 4.18 lakhs (2014). Its circulation in the state is very low nothing comparable with other three big English dailies. In 2016, papers Bengaluru(25,162), Belagavi (2021) and Shivamogga (1869) editions sold low percent of copies. Mangalore in Karnataka gets the Kozhikode (Kerala)edition of this paper, Belagavi edition also goes to Hubli whereas Coimbatore (Tamil Nadu) edition also gets distributed in Bangalore.

Overall, the circulation base of English press is driven by three major newspapers, The Times of India, Deccan Herald and The Hindu. All these papers have heavy diffusion in metro city of Bengaluru than towns and villages. English press in Karnataka is an urban phenomenon.

### Kannada Press in Bengaluru Urban District

The IT bowl of India, Bangalore, the capital of Karnataka, is the nerve centre of politics, business, industry, and media.

Table 3 Kannada Language Newspaper Circulation in Bengaluru District 2011 – 2016

Newspaper & Year	2011	2012	2013	2014	2015	2016
<i>Prajavani</i>	162967	167832	170819	95410	171448	189984
Vijay Karnataka	198948	208092	0*	218515	229729	233836
<i>Kannada Prabha</i>	48366	47239	46257	51607	60143	33654
<i>Udayavani</i>	32216	41635	41457	42899	44112	45246
<i>Vijayavani</i>	0	44160	79084	142866	158804	171791
<i>Samyukta Karnataka</i>	6791	7290	6701	5506	6912	4757
Vishva Vani	0	0	0	0	0	19861
Total	449288	516248	344318	556803	671148	699129

Source: ABC

\* Vijaya Karnataka has not provided accounts for 2013 at ABC

The district tops the table in the reach of Kannada press and has seen increase in circulation in 2016 (6,99,129) as compared to 2011 (4,49,288). Bengaluru urban district geographically consists of BengaluruCity, BengaluruSouth, BengaluruNorth, BengaluruEast and Anekal. There is consistent growth of Kannada press since 2011 driven by *Vijaya Karnataka* (2,33,836), *Prajavani* (1,89,984), and *Vijayavani* (1,71,791) in 2016. *Prajavani* has consistent growth and has lost circulation only in 2014, strangely the election year. *Vijaya Karnataka* has never lost circulation showing greater degree of sustainability among newspapers. *Vijayavani*, a new paper in the market has shown over 200 percent growth in 2016 as compared 2012. *Udayavani* from the coastal belt has maintained low circulation not correlating to the presence of coastal population in Bengalurudistrict in good numbers. *Kannada Prabha* of Indian Express group has lost over 50 percent of circulation in 2016. *Samyukta Karnataka* from the northern Karnataka has failed to reach readers with lowest circulation in the district. A new chip in the block, *Vishwavani* started in 2016 has better circulation of 19861 in the district with its edition reaching 44,327 outside Bengaluru in 2016 than *Samyukta Karnataka* (4757). However, *Samyukta Karnataka*'s Bengaluruedition sells more (22,047) outside the district than in Bangalore.

Table 4

Bengaluru Edition of Kannada Dailies Jan-June 2016	
Newspaper	Circulation
Vijaya Karnataka	2,90,916
<i>Prajavani</i>	2,74,827
<i>Vijayavani</i>	2,50,242
<i>Udayavani</i>	82,509
<i>Kannada Prabha</i>	67,235
<i>Vishwavani</i>	44,327
<i>Samyukta Karnataka</i>	22,047

Source: ABC

Most of these big Kannada dailies are published from Bengaluru and its editions reach other districts in the state. The Bengaluru edition is distributed in places outside the district too. Only three big dailies *Prajavani*, *Kannada Prabha* and *Vishwavani* are published from Bangalore. Rest of the other papers, *Vijaya Karnataka* (Hubli), *Vijayavani* (Hubli), *Samyukta Karnataka* (Hubli) and *Udayavani* (Mangalore) publish Bengaluru editions. *Vijaya Karnataka* (2,90,916), *Prajavani* (2,74,827) and *Vijayavani* (2,50,242) lead the circulation (2016) of Bengaluru edition. *Udayavani* readership in Bengaluru is half of its combined circulation of Bengaluru edition (82,509) indicating its distribution outside Bengaluru urban district.

The growth of Kannada press in Bengaluru district indicates 38 percent increase in 2014 that is highest in trend analysis of 2011-2016, but growth declined to 17 percent in 2015 and 4 percent in 2016. The period of 2013 and 2014 were crucial years of political upheavals with change of guard from right wing to secular parties impacting the prospects of Kannada press. *Udayavani* gained over 23 percent in 2012 but suffered a marginal decline of 3 percent of circulation in 2016. *Kannada Prabha* is the only newspaper that suffered 79 percent decrease in growth rate in 2016 heavily losing circulation. *Vijayavani*, started in 2012 gained 44 percent in 2013, 45 percent in 2014 but its growth declined by 10 percent in 2015 but picked up 8 percent in 2016. *Prajavani* suffered a decrease of 10 percent in circulation in 2016 in Mysuru district. *Vijaya Karnataka* has maintained consistency in circulation with marginal increase of up to 2



percent but has not suffered decline in readership in Mysuru district. The overall circulation of Kannada dailies in Bengalurudistrict shows a 4 percent decrease in 2016.

Besides mainstream papers, many local Kannada newspapers are published in the district. Some of the local Kannada newspapers, published from Bengaluru have readership in the district. Major local dailies of the district, *Endu Sanje*, *Sanje Vani*, *Ee Sanje*, *Ee Munjane*, *Matrushri*, and *Sanje Samachar* publish multi edition and are distributed outside the district. *Sanje Samaya*, *Sakshat Suddi*, *Vidhi Karnataka*, *Navu Kannadigaru*, *Suddi Mrudanga* and *Jai bhimagade* local Kannada dailies are single edition papers. These local newspapers have penetrated small towns and villages and enjoy mass readers outside Bengaluru district. Recognized by the state government for accreditation and release of advertisements these newspapers claim a minimum circulation of 1000 copies (Information & Public Relations, Govt. of Karnataka, 2017).

The diffusion of print media is no match to the population and the literacy rate in Bengaluru urban. The district ranked first in per capita income has 87.7 percent literacy with a total population of 96 lakh (9 million) and Bangalore city of all the five taluks alone has 8.4 million population. Four taluks of Bengaluru Urban are rural and only Bengaluru city is urban with a highest literacy of 88.7 percent and lowest literacy is 78.4 in Bengaluru South. The media diffusion is more concentrated in Bengaluru city than the rural areas of Bengaluru Urban district. Bengaluru Urban district ranks 1<sup>st</sup> in Per Capita Income (NDDP) in the state. It is ranked 1<sup>st</sup> in HDI with high level of living standard index (1<sup>st</sup> rank), education index (1<sup>st</sup> rank) and health index (2<sup>nd</sup> rank) has highest print media diffusion in the state.

### **English Press in Bengaluru Urban District**

Bengaluru urban district has perhaps highest number of daily newspapers of other Indian languages. There are over 13 such newspapers that have been recognized by the state government for accreditation and release of advertisements these newspapers claim a excluding Kannada papers (Information & Public Relations, Govt. of Karnataka, 2017). Papers are published in English (excluding mainstream English dailies), Hindi, Malayalam, Tamil, Telugu and Urdu languages whose combined circulation is 1,73,608 copies per day indicating pluralistic demography profile of the district. Among them, Rajasthan Patrika (47982), Daily Paswan

(21000), Dakshin Bharat Rashtramath (22,000) and Rojnam Rashtriya Sahara (22006) command more readers in BengaluruUrban. Rest of the papers command circulation ranging between 1000-15,000 copies indicating print media catering to linguistic diversity in the IT capital of the State. Urdu paper, Daily Salar (8000) reaches minority population. Tamil newspaper, *Daily Tanti* command a reach of 21,785 reflects the media diversity in Bengaluruurban in Karnataka.

### Media Diffusion in Bengaluru Rural District

#### Kannada Press

Table 5 Kannada Language Newspaper Circulation in BengaluruRural District 2011 - 2016

Newspaper & Year	2011	2012	2013	2014	2015	2016
<i>Prajavani</i>	27631	18533	18773	20580	20195	15074
<i>Vijay Karnataka</i>	7493	8293	0	10064	10582	10404
<i>Kannada Prabha</i>	1657	8875	9134	0	0	4444
<i>Udayavani</i>	2413	3115	3478	3657	4246	4040
<i>Vijayavani</i>	0	3146	6558	9945	8022	7934
<i>Samyukta Karnataka</i>	0	0	0	0	0	0
<i>Vishvavani</i>	0	0	0	0	0	0
Total	39194	41962	37943	44246	43045	41896

Source: ABC

Bengaluru Rural district comprising four taluks, Doddaballpura, Hosakote, Nelamangala and Devanahalli is no different from other predominantly rural districts of the state in media diffusion despite its geographical proximity to BengaluruUrban District. Comparative analysis with Bengaluruurban indicates a contrast media profile of the rural district. Low print media presence is one of the major findings of the study. Bengalururural has a meager 16.68 percent of the total circulation of Bengaluruurban endorsing the premise that geographical proximity with high profile metro city will not impact media diffusion as these areas face the brunt of urban growth by losing land and live under constant pressure, threat of urban poverty relegating priority to mass media to the background. The intervention of urban press in development of rural poor living in the geographical fringes of big metropolitan cities is marginal.

Bengaluru rural district has 9.9 lakh population with an average literacy of 77.93 percent consisting of 84.82 percent male literacy and 70.63 percent of female literacy. The Rural district has urban and rural regions where rural women have comparatively low literacy level (66.80 percent) than rural region of BengaluruUrban district (70.92 percent). There is a negligible

difference in the average literacy of BengaluruUrban and BengaluruRural districts. The literacy variable in Bengalururural has not influenced the growth of press in the district. The total average combined circulation of all seven major Kannada newspapers is 41896 copies (2016) but there is marginal increase in growth percent since 2011 (39194). *Prajavani* (15074) has highest reach in Bengalururural followed by *Vijay Karnataka* (10404) and *Vijayavani* (7934). Both *Udayavani* and *Kannada Prabha* have around 4000 circulation. Surprisingly, *Samyukta Karnataka* and *Vishwavani* have no circulation in Bengalururural indicating the lack of print media intervention in the district. *Prajavani*, the Bengalurubased Kannada paper started in 1948 has seen a decline in circulation in 2016 (15074) as compared to 2011 (27631). However, *Vijay Karnataka* daily from Hubli has increased its Bengaluruedition reaching rural Bengaluru and has gained readership in 2016 (10404) as compared to 2011 (7493). *Kannada Prabha* has lost readership in 2016 that it gained in 2012 and 2013. Surprisingly, *Udayavani* from coastal and trade hub of Mangalore has gained readership consistently indicating migration of business community. Overall, the top Kannada press has negligible presence in Bengalururural despite its geographical proximity to IT capital of India.

The growth of Kannada press in Bengalururural district indicates 3 percent decrease in 2016. In trend analysis of 2011-2016 indicative of inconsistent growth of increase by 7 percent in 2012, decrease of 11 percent in 2013 and again gain of 14 percent in 2014 but began sliding down by 3 percent both in 2015 and 2016 indicating influence of elections of 2013 and 2014 on Kannada press. *Prajavani* suffered a decrease of whopping 49 percent in circulation in 2012 and consistently lost every succeeding year ending at decrease of 34 percent in 2016 in BengaluruRural district. *Udayavani* gained over 23 percent in 2012 but suffered a marginal decline of 5 percent in 2016. *Kannada Prabha* is the only newspaper that gained 81 percent in growth rate in 2012 but lost heavily in succeeding years. *Vijayavani*, started in 2012 gained 52 percent in 2013, 34 percent in 2014 but its growth declined by 24 percent in 2015 ending up at 1 percent decline in 2016. *Vijaya Karnataka* has maintained consistency in circulation with marginal increase of up to 18 percent but suffered decline by 2 percent in the district. The overall circulation of Kannada dailies in BengaluruRural district shows a 3 percent decrease in 2016.

The local Kannada small newspapers published in BengaluruUrban District finds low presence in BengaluruRural district. The spread of local Kannada dailies is not significant.

BengaluruRural district is ranked 7<sup>th</sup> in HDI with high level of living standard index (3<sup>rd</sup> rank) but low level of education index (25<sup>th</sup> rank ) and moderate level of health (11<sup>th</sup> rank) indices indicating moderate performance. This is in contrast to BengaluruUrban district, ranked 1<sup>st</sup> in HDI with high level of living standard index (1<sup>st</sup> rank), education index (1<sup>st</sup> rank ) and health index (2<sup>nd</sup> rank). It ranks 6<sup>th</sup> in Per Capita Income (NDDP) in the state. The media diffusion is low and doesn't correlate with the moderate progress made in human development

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# Impact of Media on Social Behavior During Crisis: A Case Study of Cauvery Water Dispute News Coverage in Kannada News Channels

VAHINI  
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## Abstract

*The power of media is enormous. Being prime public opinion cultivator the distinctive role the television news channels play during crisis must be analyzed and interpreted for future positivist approach to news coverage. The present study analyses the news coverage during Cauvery water crisis in Karnataka. The study has investigated the impact of Kannada television news channels during Cauvery crisis along with its perceived role and responsibilities. It is a quantitative study using content analysis, interview, and questionnaires to collect the primary data. The study provides introspective view to the news channels and regulatory authorities. The study finds that viewers were affected by the coverage. It points out that media can be provocative with their content selection and selective exposure.*

**Keywords:** Crisis news coverage, News channels, ethics, social behavior, content regulation

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## INTRODUCTION

Media is a powerful public opinion generator. Naom Chomsky the social scientist accused media in its role as ‘manufacture of consent’. Regional language Kannada news channels in India played distinctive role during Cauvery water crisis between Karnataka and Tamil Nadu states. All the news channels gave live broadcasting of riots, protests and other political developments during the crisis. This coverage was widely discussed in the public sphere for its merits and demerits. News channels have been blamed by politicians, government, and public for repeated telecast of violence. The central Information and broadcast ministry issued an advisory to all Kannada news channels not to broadcast any development that triggers violence.

Several research studies on media have proved that television is very powerful as it has visual advantage. While watching television, viewer tries to relate the circumstances of the programme with his /her life. As Panda, T, (2013) puts it ‘Mass media remains a powerful tool for mobilizing large segments of the population. The impact of audio-visual media as a very powerful vehicle for communicating idea and images is known to be tremendous’. Being fourth pillar of democracy it watches the functioning of other three pillars and acts as a bridge among them. Informing the citizens about the developments in the society and helping them to make informed choices, media makes democracy to function in its true spirit. There is also the necessity to create platforms for diverse media and credible voices for democracy to thrive (Parceiro, 1999). The evidential presentation of the issues with video has made television more effective in creating public opinion.

### **Background**

The crisis between Karnataka and Tamil Nadu states related to water sharing dispute is century old. It has turned into violent protest several times in the past. The people from Cauvery basin kept on fighting for more share of water from Cauvery and other tributary rivers. In recent past, it had taken into a form of movement and attracted political and social interest. As Supreme Court judgement went against Karnataka, it caused a few more attacks on Kannadigas in Tamil Nadu. Further, the protest took a violent turn in September 2016. Several organizations, and political parties involved in protests, brought pressure on the government to act. Government was compelled to protect the interests of the State and therefore refused to implement apex court judgement, for the first time in the history of Cauvery dispute. Media became one of the prime agents of information distribution in the crisis. All Kannada news channels carried 24x7 coverage on Cauvery crisis generating public debates, protests and violence. The way media reported the crisis was widely criticized by intellectuals, politicians, and governments. The state government appealed for the stoppage of such coverage in media and central government issued advisory for the first time to Kannada news channels to stop live coverage of the conflict in public interest.

### **LITERATURE REVIEW**

TV is considered more significant than all the other types of media. This can be due to the ease of access for a wide range of social groups. Media can act as a tool for encouraging or

preventing people from certain actions. Although news coverage of disasters and similar incidents can have positive results for aiding the victims, one must not forget the possibility of creating anxiety and panic among the populace. Therefore, all media must endeavor to cover the incidents in a way that does not cause anxiety or panic (Ghassabi & Zare-Farashbandi, 2015).

The credibility of Kannada television was seriously at stake. In their quest for eyeballs and TRPs, the local channels were feeding viewers with a diet of gossip, crime, sleaze, stings and lowbrow humour (Rao & Ravi, 2015). Media channel credibility refers to the audiences' perceptions of a news channel's believability, as distinct from the believability of the individual journalists and sources, media organizations, or the content of the news itself (Bucy, 2003). Garnett (2007) argued that instead of focusing on its effect on the people, media divert attention to materialistic endeavors. He said that, "crisis become opportunities to showcase the capabilities of advanced, virtual communications hardware and software."

Spigel (2004) studied the strategies of the post 9/11 media industry and concluded that television was the medium hit hardest by the conflict between maintaining the image of serving the public's interest and the need to cater to the public taste. Implementing nonstop, commercial-free coverage would have cost the television industry gigantic sums of money. It would have also arguably taken a toll on its viewers. It can therefore be theorized that crises inflict both positive and negative results on consumers and networks.

Regardless of the potential impact of a national crisis, only one or two persons decide the content a network broadcasts. This is because executive producers and news directors are trained to take decisions in compromising situations: it is what they are hired to do. There is one goal for news organizations: relay the latest information. The methods of how to do so remain considerably open for interpretation, so long as they remain within the network's code of ethics. Safety is always in the public's interest. Since news stations have the ability to mobilize, or immobilize people during a crisis, they must provide consistent updates. In such situations, media is the only witness to the event and is therefore a viewer's sole source of safety information and evacuation plans. During a crisis, a network's ethical standards remain the same: accuracy before anything. Production teams want to show audiences a story, not offend them (Dewey B, 2011). News gathering particularly is an expensive operation requiring high levels of investment and consequently media executives are under constant pressure to deliver



demographically desirable audiences for news and current affairs programming to contribute to profits or at least avoid losses (Shankar P, 2015).

### **Theoretical Perspective**

The "hypodermic needle theory" implied mass media had a direct, immediate, and powerful effect on its audiences. The theory suggests that mass media could influence a very large group of people directly and uniformly. The theory also establishes that the audience is powerless to resist the impact of the message. There is no escape from the effect of the message. The media shape public opinion and persuade the masses toward nearly any point of view desired by the author of that particular text (Katz & Lazarsfeld, 1955).

Media dependency theory states that the more dependent an individual is on the media for having his or her needs fulfilled, the more important the media will be to that person. As theoreticians mention, "greater the media dependency in connection with a particular message, the greater the likelihood that the message will alter audience cognitions, feelings, and behaviors", (Ball-Rokeach, & DeFleur, 1976).

Cultivation theorists argue that television has long term effects that are small, gradual, indirect but cumulative and significant. Gerbner defines cultivation as the creation and maintenance of stable images about life and society (and driven by everyday means of communication) (Gerbner & Gross, 1976).

The Information manipulation theory suggests that we can persuade people by omitting information, telling untruths, going off the subject and confusing the other person.

The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning. Frames influence the perception of the news of the audience, this form of agenda setting not only tells what to think, but also how to think about (Fairhurst, & Star, 1996).

Priming refers to enhancing the effects of the media by offering the audience a prior context – a context that will be used to interpret subsequent communication. By priming audience with particular images or semantics prior to a persuasive message, a communicator can actually, heighten the likelihood that thoughts with much the same meaning as the stimulus will come to mind (Domke, Shah & Wackman, 1998).

### **Scope of the study**

The present study would contribute to the deeper understanding of media's impact during sensitive social situation. Further, it would guide the media professionals in preparing program content and format during the crisis period. It would also benefit the social scientists and media educators to track the development of media roles and responsibilities. This study would provide introspective views to the news channels and regulatory authorities. Such study is deemed important to guide the media content selection and presentation.

### **OBJECTIVES**

- The present study investigates the role, responsibility and the impact of Television news during crisis considering Cauvery water dispute and related events news coverage in Kannada news channels.
- The study specifically analyses the content of television news channels during 3 days of crisis and related ethical bindings, the opinions of politicians, journalists and general public related to news coverage.
- It analyses the views and interpretations of representatives from news channels about content selection and its perceived impact.

### **RESEARCH DESIGN**

Based on the research problem the survey method and content analysis were selected to collect data. The research tools such as questionnaire and Interview were used to gather primary data. The primary data is gathered through non probability sampling method from the viewers of television programmes during Cauvery crisis as it is difficult to map the viewers of particular news channels. A sample of 100 completed questionnaires filled by respondents who viewed the television during the crisis was considered for analysis. Sample respondents are spread across rural and urban areas in and around Bangalore, as the city was majorly affected area in the state. Sample was drawn from different respondents consisting of general viewers, politicians, and professional journalists who were involved in news coverage. Politicians and journalists were interviewed for data collection. The data was also gathered through the content analysis of television news that was broadcast for three days when the state was engulfed with Cauvery water crisis. Content of four Kannada news channels were selected based on TRP of those 3 days

in September 2016. The content of TV9, Public TV, *Suvarna* News and BTV Kannada TV channels were analyzed.

## ANALYSIS AND DISCUSSION

### Content analysis

On September 12, a *Bandh (shutdown of public services)* call given by Cauvery water agitators took a violent turn. Kannada news channels repeatedly telecast the video in which Tamilians punished a Kannadiga. Channels showed live the people who took law into their hands and projected anti social elements as Kannada heroes who safeguarded Karnataka's interest. They presented Kannada activists who were involved in protest as fighters and Tamilians as perpetrators. The boy named Santhosh had made video teasing Kannada film actors and uploaded it on facebook. He was later beaten up by Kannada activists. Media showed that video with provocative headlines in TV channels of TV9, Suvarna and BTV. Later on, all these channels shared that video through their facebook pages.

Several news channels contributed in inciting communal passions by broadcasting gruesome incidents repeatedly. They used Kannada and Tamil equivalents for words like 'beaten to pulp', 'mauled', 'hammered' and 'thrashed' to describe violence. Anchors of Kannada channels alleged that Kannadigas were not being given medical treatment in any hospitals of Tamil Nadu, condemning the 'arrogance' of Tamil people.

All the channels broadcast live coverage with their OB vans and backpacks. Live coverage aggravated violence and the presence of camera increased stone pelting by the mob. That day TV9 Youtube viewers number increased from 2000 to 20000. Public TV got more than 10000 live streaming viewers. Channels started showing the live images of burning vehicles with Tamil Nadu registration numbers. Violence spread like wild fire in the state provoked largely by the heavy coverage of protests on TV channels.

Interestingly, the news channels took up the role of police by appealing for peace and assured protection to citizens during crisis. Ironically, they did not stop telecast of violence but continued with disclaimer before every commercial break.

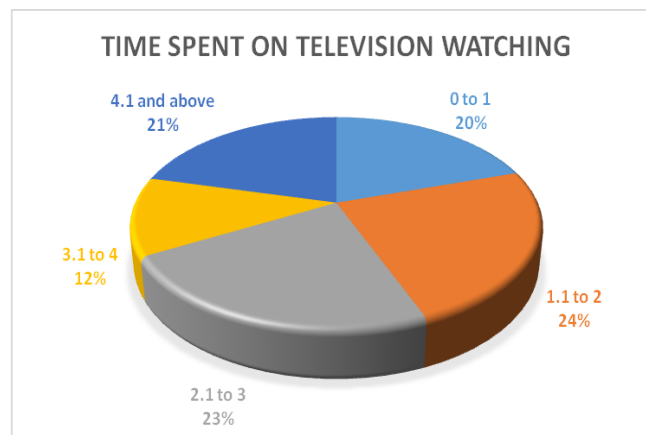
Meanwhile, government and politicians from different parties realized that the news channels have provoked the violence and therefore called upon media through their official

press releases as to not to highlight the crisis. The then Union Information and Broadcasting Minister Venkaiah Naidu issued the advisory to all Kannada news channels. This is not the first time that social responsibility of media was questioned. Even during 26 /11 Mumbai terrorist attack, the same questions were raised and debated. Showcause notice was issued to media houses and law was amended barring live telecast of army operations during terror attacks.

### Analysis of Opinion of Public about News Coverage of Cauvery Crisis

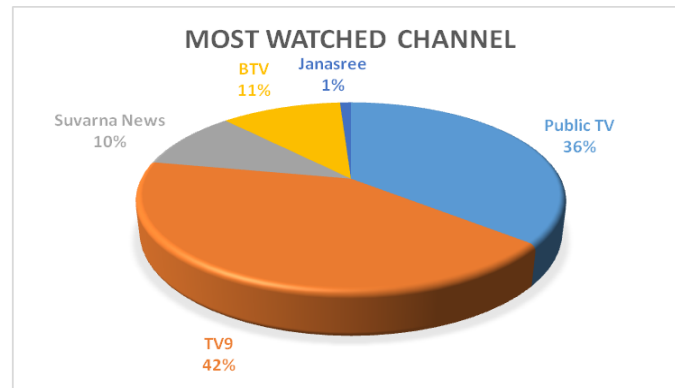
Majority of the respondents (55) watched television for news on Cauvery dispute whereas 20 people used both television and newspaper, 14 used Internet and only 3 used radio.

Fig.1: Respondents Television Viewing Time in A Day



During Cauvery crisis, majority (24%) of respondents watched television between 1 to 2 hours, 23% viewed for 2 to 3 hrs and 21% were in front of television for more than 4 hours. That indicates that majority of the respondents depended on television for the update on Cauvery water dispute.

Fig. 2: Most watched news channel during crisis



About 42% of the respondents watched TV9 for the updates during the Cauvery crisis. Next most watched channel is Public TV (36%), BTV (11%), Suvarna (10%), and Janashree (1%) respectively.

Respondents recalled certain headlines related to crisis of news channels they watched. The survey revealed that respondents shared the information they received from the media and discussed about them. All the respondents said they discussed the issue with friends, relatives, family members, colleagues, and students.

About 92% of the respondents said they developed some sort of pride towards their motherland and river after watching Cauvery crisis on television. Only 8% said they were not affected by the news channels' information. Just they took it as information.

After receiving information about Cauvery crisis, 86% respondents changed their perception about Tamil Nadu. They felt Tamil Nadu is showing its stubbornness and arrogance regarding the issue. After watching the video on television about *Kannadigas* getting beaten up in Tamil Nadu, some respondents said they got angry with *Tamilians*. However, 14% said their views on neighboring state is not at all influenced.

Majority (73%) of the respondents felt news channels have stirred the violence during Cauvery crisis and 86% of them said even news channels mobilized people to fight for Cauvery in violent ways and reflecting violence stimulators as heroes. However, 28% replied news channels are not stimuli in the crisis and 14% said news channels did not instigate people to protest. Majority (82%) of the people said, as news channels continuously telecast the information about Cauvery issue it affected the government decisions like all party meeting, cabinet meeting, going against Supreme Court order, special assembly etc. 18% of them assumed

that there was no impact of news channels on government decision and government took decisions within administrative framework.

About 62% of the respondents said information given by the news channels is appropriate. On the other hand, 38% said it was not at all relevant and created hype. All the respondents unanimously said that during the dispute news channels should give information with more social responsibility and reports should be credible, balanced, and should not provoke people to take wrong decisions. As in television, we can see the demonstration of incidents live, news providers must take proper decisions before telecasting them. Some of the respondents opined that media should be a guiding force during the crisis period to maintain peace in the society without causing panic in the society.

### **Analysis of Opinion of Journalists about News Coverage of Cauvery Crisis**

Journalists were of prime focus during Cauvery crisis. Their provocative emotional appeals lead to spread of violence like wild fire. However when asked, most of the journalists agreed that such coverage would harm the social health. The way news was framed on the Television created fear among viewers.

Opinion of journalists who covered and witnessed Cauvery conflict in Karnataka is given below:

- “the news channels completely misdirected the Cauvery movement. It had also spoiled the social health. Most of the reporters, anchors, and media owners have kept aside their obligation towards society and shown socially harmful intentions with their violent video. In their mad race to increase TRP ratings, TV channels sensationalized the crisis violating core journalistic ethics and values. Media performed like politicians airing opinioned news reports.”
- “Regional news channels in both the states fueled Cauvery violence with hysterical reporting. Today’s channels are running after TRP. An advertising executive is controlling and dictating the content of the channels. The unhealthy competition among channels is leading to a slow death of media’s social responsibility. Media worked similarly in 1991, when there was massive exodus from Bangalore to Tamil Nadu by *Tamilians*. In the past the mainstream newspapers played similar role like what today’s news channels did.”

- “Cauvery dispute is a very sensitive issue as two languages are involved. Reporters should have been aware of its impact on two states and its people. The hatred would continue though the dispute resolves. Media should behave responsibly without getting carried away by emotional or commercial interest.”
- “Reporters working in news channels are not qualified. They are emotionally involved in the news rather than being objective about it. They do not know the ethical and legal responsibilities of media. As there is requirement of specific qualification for every profession, media being most important entity in the society needs to expect certain educational qualification while appointing journalists”.
- “We were directed to show whatever is happening on the streets. It is our responsibility to show the truth to the society. People cannot blame news channels as TRPs show that they watch our channels regularly. The channels which showed the Cauvery dispute have received highest TRPs those days.”
- “We have telecast the news like we do on all other days. Please understand, Cauvery water sharing is an emotional issue that has been around since ages. We cannot be held responsible for this.”

### **Analysis of Opinion of Politicians about News Coverage of Cauvery Crisis**

All the politician respondents felt that media had irresponsibly handled the Cauvery dispute and triggered violence. Due to media's exaggerated coverage, the law and order was at stake. Politicians suggested proper education and training for the reporters. The journalists of yesteryears commanded a lot of respect from all parts of the society, but the young journalists today are immature, and need to be trained to handle such crisis felt most of the politicians. The opinion of politicians is given below:

- One of the ministers said, “Media is playing up /telecasting violence to incite more public. TV channels celebrated Cauvery issue. Some reporters went as far as to provide justification for the violence.”
- One elected representative, an MLA said, “Even when *Mahadayi* (water sharing issue between Goa and Karnataka) protests broke out a few weeks ago, channels didn't go to the ground level with an objective of understanding the issue. As a result of this, both states have a constant feeling of injustice being meted out to them.”



- An MLC said, “Media is sensationalizing every issue without understanding the ground reality. They blamed politician’s unwillingness to resolve the issues. They were continuously questioning politicians’ responsibility instead of demonstrating their commitment towards social welfare. Entire episode was provocative.”

### **Ethical Bindings**

According to New Broadcasters’ Association (NBA), “Television news has a greater reach, and more immediate impact than other forms of media, and this makes it all the more necessary that channels exercise restraint to ensure that any report or visuals broadcast do not induce, glorify, incite, or positively depict violence and its perpetrators, regardless of ideology or context. Specific care must be taken not to broadcast visuals that can be prejudicial or inflammatory. Equally, in the reporting of violence (whether collective or individual) the act of violence must not be glamorized, because it may have a misleading or desensitizing impact on viewers. News channels will ensure that such reconstructions will not cross boundaries of good taste and sensibility. This includes taking adequate precaution while showing any visual instance of pain, fear or suffering, and visuals or details of methods of suicide and self harm of any kind and will not cross boundaries of good taste and decency.”

According to Broadcasting Content Complaints Council (BCCC), “Broadcast content shall not induce, incite, encourage, justify, reinforce or glorify violence or terror or its perpetrators or contain anything against the maintenance of law and order or promote anti-national attitudes, present violence as glamorous or an acceptable solution to human conflict, incite violence against specific groups identified by race, national or ethnic origin, color, class, religion, gender, sexual orientation, age or mental or physical disabilities”.

Central Information and Broadcasting Ministry issued an advisory to all news channels and local cable networks stating that, “certain TV channels have been telecasting provocative, inflammatory news programmes, airing footage of violent incidents, rioting etc.. repeatedly. These could further ignite tensions and reaction and could cause the law and order situation in the city of Bangalore to deteriorate. Whereas it is felt that news, views or comments relating to Cauvery water dispute should be telecast only after proper verification of facts and present with due caution and restraint in a manner which is in the public interest for maintaining the harmony.” Advisory warned the channels, “not to carry the news which incites violence,

coverage of violence incidents and rioting, telecast of live or file shots of violence and care in choice of words while reporting. Failing which will lead to prosecution of the offenders as per provisions of Cable Television Network (Regulation) Act – 1995 section 19 in public interest.”

## CONCLUSION

Coverage of inter-state water dispute issue posed several problems and dilemmas to the media. The study has found that the media reported Cauvery issue in a provocative manner. The content analysis revealed that the words used in news channels were emotionally bound and exaggerated. The headlines were depicting the view of sufferer and victim. The words used were reflecting the violence justification. Even before the Supreme Court verdict on this dispute, media primed the minds of agitators and later framed it in the provocative manner.

A majority of the respondents used television news channels for primary information regarding Cauvery dispute. On these days, they viewed news more than a regular day's viewing hours. TV9, Public TV and BTV were the popularly viewed news channels. The content analysis also correlates with this reaction of audience. These channels have done 24hr non-stop coverage of the developments. Most of the respondents remembered headlines, as those were associated with their emotions. Respondents have discussed the issue with friends and relatives. About 92% of the respondents said they felt a sense of pride about their state, land, and water after watching Cauvery crisis on television. After receiving information about Cauvery crisis, 86% respondents changed their perception about Tamil Nadu into negative. They felt Tamil Nadu is showing its stubbornness regarding the issue.

Majority (73%) of the respondents felt news channels have stimulated the violence during Cauvery crisis and 86% of them said even news channels mobilized the people to fight for Cauvery in a violent way by reflecting violence stimulators as heroes. Majority (82%) of the people said as news channels continuously telecast the information about Cauvery issue it affected government decisions. All the respondents unanimously said during the dispute news channels should give information with more social responsibility and reports should be credible, balanced, and not provoke people to take wrong decisions.

Journalists felt that reporters and anchors in these days are emotionally involving with crisis issues. They are lead by commercial and emotional interests. However, some of the

journalists who have reported expressed that they have done their duty without bias. Another key factor in determining a news channel's treatment of crisis communication relies on the media personnel employed at the company. Politicians criticized lack of social responsibility by the media. Both journalists and politicians felt that proper educational qualification is essential to become responsible journalists.

There is ethical binding related to crisis communication. The Press Council of India, BCCC and NBA have evolved guidelines for reporting. However, the practice is not monitored and scrutinized. There was an opinion that there should be a statutory body to implement and create awareness about ethics. The central government advisory subsequently controlled the Cauvery dispute coverage. Media toned down the coverage. Every time when there is crisis, media's role is questioned and criticized. The study proved that television is a powerful tool of public opinion and it can set the agenda and make it happen. Television messages can last long in the minds of viewers and it alters the perception of viewers, points out the study.

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